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ABSTRACT

Prepared for the state legislature, this document is intended to supply practical information to help law makers and educators better understand the planning processes and cooperative efforts that currently exist among the public schools in the 18 counties of southwest and central Minnesota. Parts One and Three describe the planning process that was used by the 88 local districts to prepare 5-year educational plans. Part Two presents geographic, economic, and social characteristics of the region and provides a detailed statement of the existing areas of school cooperation. Parts Four and Five describe the organization and management of schools in the area through 1983 and present alternative methods for the same period; emphasis is on cost effective administrative strategies for small rural schools faced with the problems of inflation and declining enrollments. Part Six summarizes opportunities for further cooperation among area school districts, i.e., administrative and business office sharing, teacher sharing, and programs and material sharing. Part Seven reviews 25 legislative rulings that may be preventing efficient school policies to deal with the recent severe enrollment decline. Comments on each district's 5-year plan are found in Part Eight. Numerous charts and tabular data accompany the text, and a variety of supporting documents are appended. (Author/JH)

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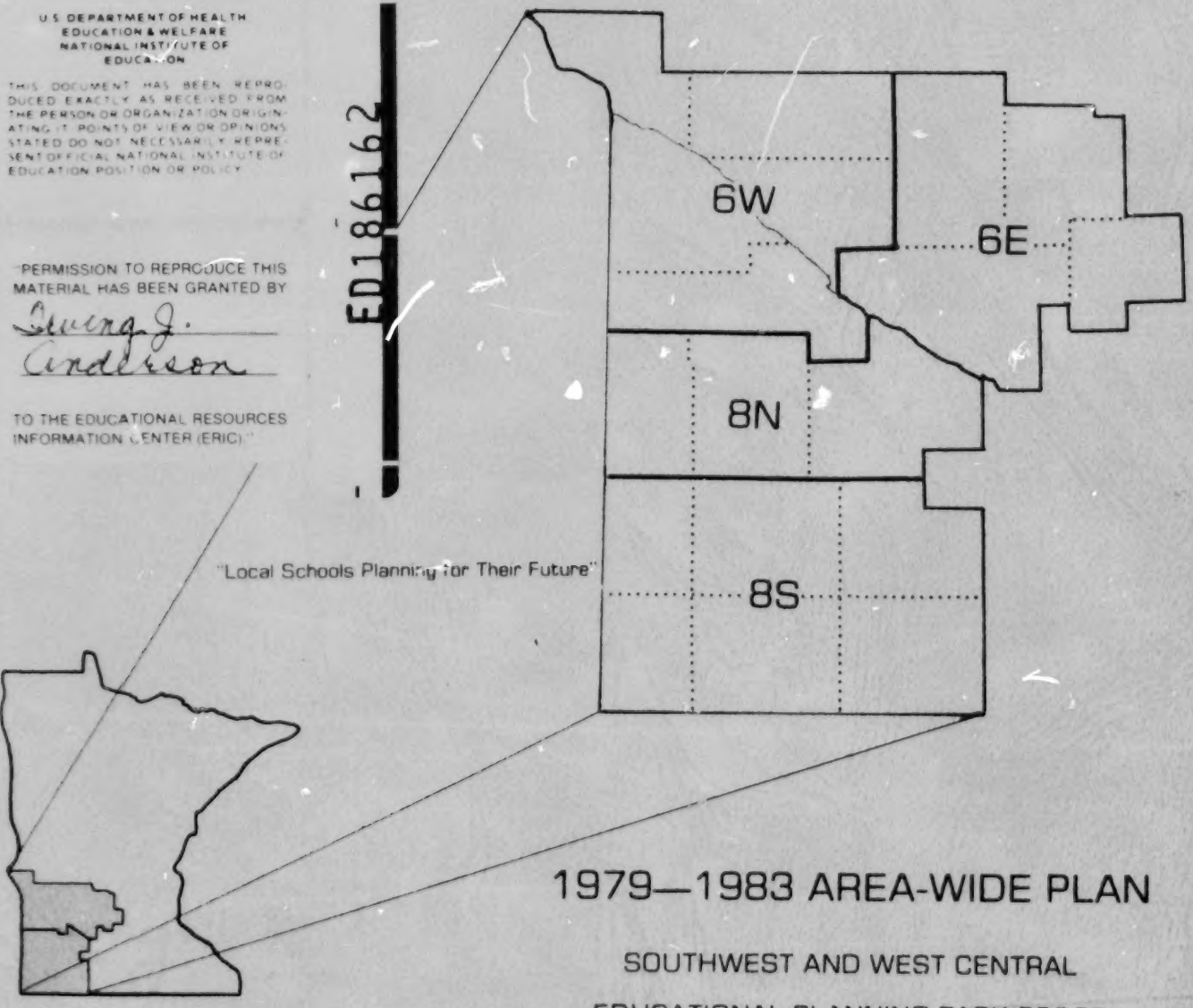

"Local Schools Planning for Their Future"

1979—1983 AREA-WIDE PLAN

SOUTHWEST AND WEST CENTRAL

EDUCATIONAL PLANNING TASK FORCE

RC 011 904

Education . . .

the name of the game is

. . . Cooperation

AREA—WIDE PLAN FOR

1979 — 1983

Southwest and West Central Minnesota

3

(It seems evident) that "good" schools and "bad" schools (however defined) come in all sizes. Educational improvement and economic efficiency are the real challenges, and schools of every size could benefit from efforts in this direction. However, there is simply no basis for the belief that making a school (or district) bigger is likely to make it better.

Dr. Jonathan P. Sher

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Forward

This document is addressed to legislators. It is addressed to Educational Planning Task Force Representatives, boards of education and their local advisory groups, and superintendents, principals, teachers and students in public schools in southwest and west central Minnesota.

The intent of this document is to provide practical, down-to-earth information to help legislators and educators better understand the complex picture of the planning processes and cooperation that currently exist among the public schools in the eighteen counties of southwest and west central Minnesota.

Meeting legislative requirements was the main purpose in writing this document. Parts Four and Five describe the organization and management of schools in the area through 1983 and alternative methods for organization and management of school districts for the same period. Part Six provides a summary of opportunities for coordination

and cooperation among school districts in the area. Comments on each district's plan can be found in Part Eight.

Various sections contain information not required by the legislation, but are provided because the area-wide Task Force wanted legislators and educators to understand the comprehensive effort in planning that has taken place in southwest and west central Minnesota. Part One describes the planning process that was used and the communications network designed to encourage local planning. The geographic, economic and social characteristics of southwest and west central Minnesota begin Part Two, while the quality of education and existing areas of school cooperation complete that section.

Each local district stated the parameters within which they developed their five-year plans. The most common assumptions, as stated in Part Three, provided the foundation for this area-wide plan.

Each of the eighty-eight districts represented in this area submitted a local five-year plan. Each plan contained support data on projected enrollments, school finances, programs, transportation, and school buildings, along with their plans for the future. The many tables throughout the document give some analysis of each school district's indicated plans as of December 1, 1978.

A document of this kind has to reflect the experience of each of the eighty-eight school districts, specifically, their school board and personnel. We have also drawn heavily on the experience of the Educational Planning Task Force representatives and on a large number of formal and informal surveys. We want to thank two past members of the coordinating committee, Keith Williams of Okabena, and Robert

Sterns of Hutchinson for their contributions and encouragement.

We are gratefully indebted to Dan Loritz who intitiated the planning process of the Educational Planning Task Force as the first director of planning for the Educational Planning Task Force and is now serving as a planning specialist at the Minnesota State Department of Education.

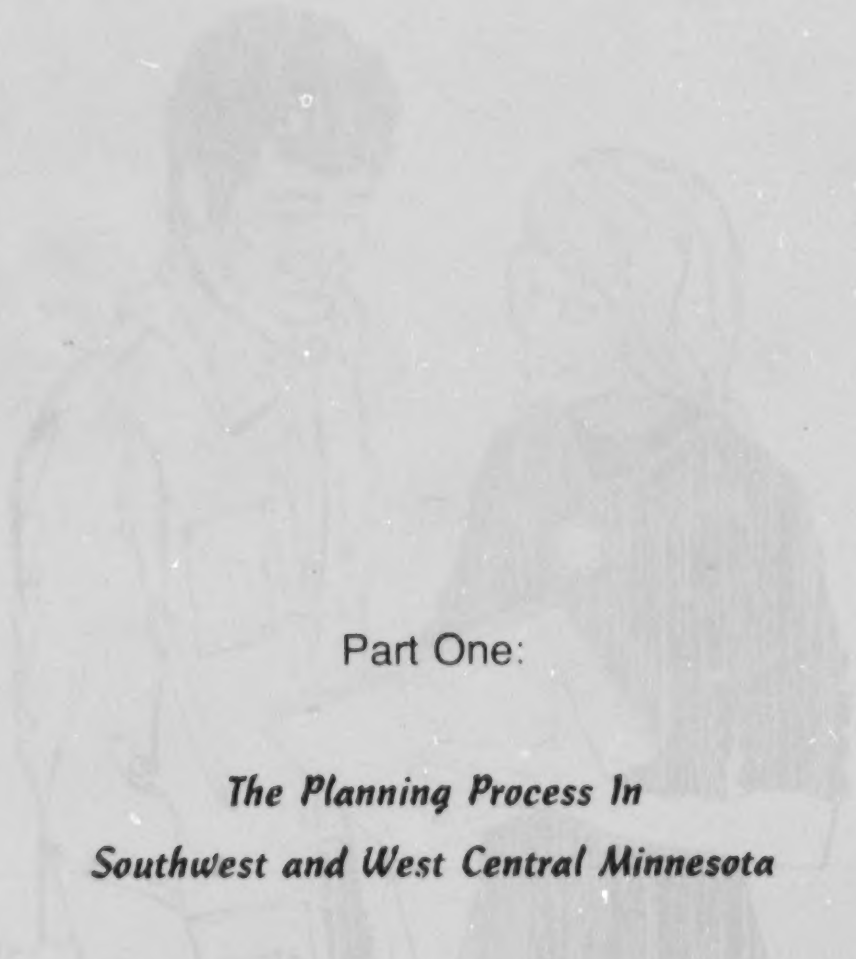
Finally, we thank Glen Shaw and the entire staff of the Southwest and West Central Educational Cooperative Service Unit for their hours of cooperation in completing this document.

Coordinating Committee
Southwest and West Central
Educational Planning Task Force

	Chairman		Vice-Chairman
6W	Irving Anderson, Clarkfield	6W	Ralph Norland, Montevideo
6E	Paul Sorlien, Bird Island	6E	Marilyn Ryberg, Buffalo Lake
8N	Ralph Brynelson, Cottonwood	8N	Percy Brandt, Redwood Falls
8S	Barton Perrizo, Jasper	8S	Robert Hanson, Slayton

Donna J. Ford
Director of Planning
Educational Planning Task Force
Marshall, Minnesota

June 1, 1979



Part One:

The Planning Process In Southwest and West Central Minnesota

1. Review of the Planning Legislation

2. Activities of the Southwest and West Central Educational Planning Task Force

3. Local Districts' Planning Efforts

1 The Planning Process In Southwest and West Central Minnesota

Involvement in educational planning became more intense in southwest and west central Minnesota as school districts began to comply with the 1977 Comprehensive Planning Legislation.

Responding to this planning legislation, each school district appointed a representative to the Educational Planning Task Force (EPTF). An eight-member task force coordinating committee was formed and a director was hired. In order to insure maximum citizen participation, advisory groups were established in 97% of the districts.

The following sections describe the process used for planning by school administrators, the many local citizens, and EPTF representatives to comply with the 1977 planning legislation.

Review of the Planning Legislation

The Educational Planning Task Force for southwest and west central Minnesota, Governor's Planning Regions 6E, 6W and 8 (Appendix A), was

created under the 1977 planning legislation, Minnesota Statutes 122.86-122.89 (Appendix B). The task force for southwest and west central Minnesota is one of nine task forces organized state-wide to consider the future delivery of educational services for their area of the state.

The primary purpose of the task force was to develop an area-wide plan for the organization and management of educational services in southwest and west central Minnesota through 1983. Individual school district plans were to be submitted to the SW/WC EPTF office by December 1, 1978.

It was the responsibility of each task force member to review and comment on the plans from other districts. In addition, the SW/WC EPTF was to develop an area-wide plan which would include:

1. A description of the organization and management of educational services in the area through 1983.
2. A description of the alternative methods or organization and management and the costs and benefits of each.
3. A summary of opportunities for coordination and cooperation among school districts in the area.
4. A summary of restrictions and impediments to such coordination and cooperation.

Activities of the Southwest and West Central Educational Planning Task Force

The Southwest and West Central Educational Planning Task Force (SW/WC EPTF) was organized on September 7, 1977 (a listing of school districts with the name and telephone number of each representative is included in Appendix C). During the period June 1, 1977, through

December 31, 1977, the Southwest and West Central Educational Cooperative Service Unit (SW/WC ECSU) played a supportive and facilitative role until the task force was operational.

During July, 1977, the SW/WC ECSU developed an information packet for all school districts in Regions 6 and 8. This packet was designed to help school districts become familiar with the planning law and assist them in selecting their representative to the area-wide task force.

Beginning in August of 1977, the SW/WC ECSU began to develop plans for the organizational meeting of the task force. It was proposed that the organizational meeting focus on the selection of a coordinating committee and the organization of the eighty-eight school districts in four sub-groups. Both concepts were approved at the meeting and the newly elected coordinating committee, composed of a chairperson and a vice-chairperson from each of the four sub-areas, began to develop future plans for the task force.

The coordinating committee decided to hold a full task force meeting on November 16, 1977. The meeting focused on the question, "What should the task force do to assist local districts in developing their plan?" The response was two fold:

(1) develop a common planning format; and

(2) provide materials and assistance on request.

On January 1, 1978, a director was hired and he began to organize the procedures and materials for assisting area districts with their data collection for planning. A four-phase planning checklist was developed to assist local districts in organizing their planning efforts. The four phases were:

I. Awareness, Organization, and In-service;

II. Focusing on the Future of Your District for Period 1980-1983;

III. Searching for Alternatives for Your District for Period 1980-1983; and

IV. Finalizing the Local District Plan for the Period 1980-1983.

In conjunction with Phases II and III of the checklist, seven data collection instruments were developed. They included:

1 - Enrollment Projections for Fiscal Years 1979-1988;

2 - Current Financial Status and Projections of Revenues for Fiscal Years 1979-1983;

3 - Current Educational Program, Services and Staffing and Projections for Fiscal Year 1983;

4 - Current Use, Capacity, Location and Condition of School Buildings Within the District and Needed Capital Improvements, In Excess of $200,000, Through Fiscal Year 1983;

5 - Current Transportation Routes and Costs;

6 - A Description, Analysis and Assessment of Alternative Methods of Organization and Management; and,

7 - An Analysis of the Social and Economic Impact of the School District on the Community and Surrounding Area (Optional).

During the period January, 1978, through May, 1978, monthly meetings were held to assist the local districts in developing their plans along with on-site technical assistance.

Beginning with September, 1978, the coordinating committee began work on the procedure that would be used for "review and comment" on each local plan. The adopted process has two phases. "Review and Comment" - Phase I called for a critique and feedback

on each district's plan by the EPTF office and coordinating committee. "Review and Comment" - Phase II required that every district's plan be presented to and discussed by several other districts.

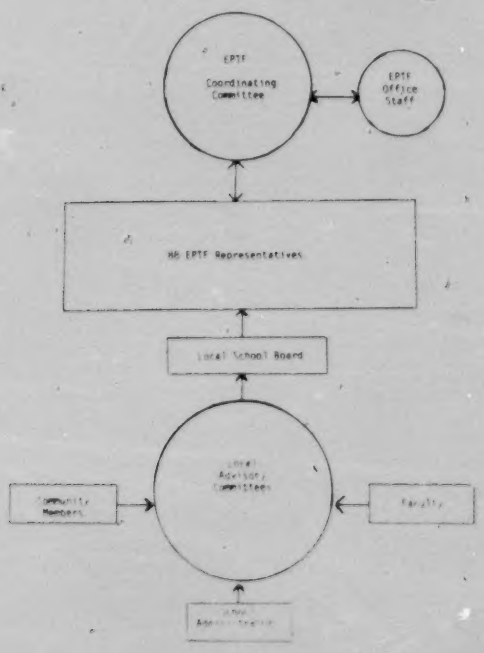
During April, 1979, each district made its final suggestions for the area-wide plan, which will be presented to the State Department of Education on June 1, 1979.

In June, SW/WC EPTF representatives will present portions of their area-wide plan to the legislators at a large general session.

This generally describes the process that evolved and the activities that were undertaken by the task force members. The next section will summarize the meetings that were necessary to complete the tasks. The flow chart in Table 1.1 shows how the network of communication and planning process worked together.

Table 1.1

COMMUNICATIONS FLOW CHART



Tables 1.2, 1.3, and 1.4 will describe the activities, attendance and meetings of the coordinating committee, EPTF representatives and local advisory committees respectively.

The eight member coordinating committee was formed at the first meeting called by the SW/WC ECSU on September 7, 1977. The purpose of the coordinating committee was to plan and give direction to the eighty-eight member task force. Table 1.2 reviews the primary purpose of each meeting. The coordinating committee as a group met on seventeen different occasions and held three conference calls through May 1, 1979.

TABLE 1.2

COORDINATING COMMITTEE ACTIVITIES
1977-79
Eight Member Group

DATE	MEETING TOPICS	Members Present	Guests Present
September 14, 1977	Discussion on need for alternates. Write by-laws, set up budget.	6	
October 18, 1977	Discussed alternate's voting rights. Hired a secretary, advertise for Director of Planning, set up full task force meeting.	6	
December 2, 1977	Interview Director of Planning Candidates. Daniel Loritz hired.	4	
December 13, 1977	Procedure for appointing alternates approved. Reimbursement schedule adopted, proposed budget approved and sub-area meetings for January set up.	6	
January 9, 1978	Discussed Topic/Concerns of November 16, 1977, full task force meeting. Reviewed sub-area agendas, "Suggested Planning Checklist," enrollment and finances forms reviewed. (Appendices 1 and 2)	6	
March 15, 1978	Attendance at meetings discussed. Program, facilities and and transportation forms reviewed. (Appendices 3, 4, and 5)	5	
April 18, 1978	Forms for obtaining information on organization and management and economic impact were reviewed. (Appendices 6 and 7)	7	
May 16, 1978	Discussed rationale for using 5.4% increase in revenues and expenditures. Use of PLATO terminal discussed. Appendices developed by SW/WC EPTF made available statewide.	6	
July 11, 1978	Conference Call - accepted resignation of Daniel Loritz.	6	
August 28, 1978	Conference Call- hired Donna Ford as Director of Planning.	6	
September 13, 1978	Budget and Sample Local Plan Summary reviewed. Plans for "review and comment" discussed.	7	
October 12, 1978	Procedure to follow upon receipt of local EPTF plans. List of possible restrictions and impediments reviewed. Discussion on what legislators will be looking for in area-wide plan.	6	1

TABLE 1.2

COORDINATING COMMITTEE ACTIVITIES
1977-79
Eight Member Group

DATE	MEETING TOPICS	Members Present	Guests Present
November 15, 1978	Countryside Council's Task Force on Finance was investigated. The "Proposed SDE Review Process of EPTF Legislation" was reviewed. Attendance at meetings discussed.	6	4
December 12, 1978	Met with area legislators to update them on EPTF planning activities.	6	10
January 11, 1979	Vocational and special education representatives presented their programs. "Review and Comment" - Phase I sheets were reviewed.	5	4
February 8, 1979	Area-wide plan outline, assumptions and restrictions and impediments were reviewed. "Review and Comment" - Phase II meetings were set up.	8	1
March 29, 1979	Discussed Coordinating Committee duties after June 30, 1979. Critiqued completed portions of the area-wide plan. Critiqued assumptions and developed restrictions and impediments statements.	7	
April 17, 1979	Reviewed and critiqued rough draft of area-wide plan.	7	
April 28, 1979	Approved recommended changes in area-wide plan.	6	
May 1, 1979	Conference Call - final changes were made and approved on the area-wide plan.	8	

Table 1.3 summarizes the activities and amount of participation at each planning meeting by the EPTF representatives. Every individual EPTF representative had the opportunity to attend 11 meetings, whereas a total of 30 meetings were held at numerous locations. Records of attendance were kept by sub-area because a majority of meetings were held in that manner. Notice that attendance at the meetings for sub-areas 8N and 6W averaged 94% and 91% respectively.

TABLE 1.3

ACTIVITIES AND ATTENDANCE
of Educational Planning Task Force Representatives
In Area-Wide Planning Meetings

MEETING Date and Topic	Number of Representatives Present				Number of Guests Present				Percentage of Rep. Attendance			
	8N	8S	6E	6W	8N	8S	6E	6W	8N	8S	6E	6W
September 7, 1977 Organizational Mtg.	20	20	23	19	80				95%	87%	96	91%
November 16, 1977 Time-Line	21	21	20	21	55				100%	90%	83	100%
January, 1978 Enrollments	18	21	22	20	7	7	14	12	86%	91%	92	95%
February, 1978 Finances	19	21	14	19	5	8	4	8	91%	91%	62	91%
March, 1978 Programs, Facilities, and Transportation	21	23	22	18	11	8	3	6	100%	100%	92	86%
April 26, 1978 Organization and Management, Economic Impact	21	23	22	18	130				100%	100	92	86%
September, 1978 Sample Summary, Plan Review and Comment, Public Meetings	19	18	17	20	13	9	5	7	91%	78%	71	100%
February, 1979 Update, Plans for Review and Comment	19	10	7	18	39				90%	45	29	86%
March, 1979 Review and Comment - Phase II (8 meetings)	21	23	24	21	14	15	4	5	100%	100%	100	100%
April 25 & 26, 1979 Final Review of Area-Wide Plan	18	15	15	16	16		8		86%	68%	65	76%
June 19, 1979 Final Meeting, Report to Legislators	---	(Totals Not Available at Printing Time)							---	---	---	---
TOTALS	197	195	186	190	493				94%	85%	78	91%

Local Districts' Planning Efforts

Local advisory committee meetings, meetings with other districts and the estimated time and cost of preparing local plans to meet the requirements of Minnesota Statutes 122.86-122.89 are described in Table 1.4 according to each local school district's efforts. In the data collected from each of the 88 schools in southwest and west central Minnesota 1,148 community members and another 524 school personnel served on advisory committees. In other words, about 69% of all committee members were citizens who demonstrated an interest in planning for the future of their school. These advisory groups held 882 meetings as of February, 1979. From this data it appears that the average size for an advisory committee was 19, 13 community members and 6 school personnel. These committees met an average of 10 times over an 18 month period.

In addition to these meetings and not counting regularly scheduled school board meetings, special and vocational education centers or SW/WC ECSU meetings, another 221 meetings were held for the purposes of sharing ideas and discussing educational alternatives. Seven hundred and seventeen people, many of whom were school board members, attended these meetings. Eighty-eight percent of the school districts met with other districts. On the average each district met three times and sent about nine people to each meeting.

Each meeting lasted about two hours. The following totals show the number of person hours given to local district planning:

Advisory Committees		Meetings With Other Districts	
882	Meetings	221	Meetings
x 2	Hours	x 2	Hours
1,764		442	
x 1,672	Members	x 717	Members
2,949,408	Person Hours Of Meetings	316,914	Person Hours of Meetings With Other Districts

Approximately 3,266,322 person hours were given to planning. Many districts held one or more public meeting or in some cases public hearings that additional community members attended. Table 1.4 does not reflect that type of community participation.

The above does not take into account the estimate of typing and writing hours nor the printing costs for each local plan. On the average, about 57 hours of typing and 116 hours of writing were required for each plan, whereas, the printing costs averaged about $168.00 per plan. Table 1.4 reveals a great variation in the printing costs. The local reports varied greatly in size and local distribution. The printing and distribution of phamplets or brochures was another method used to communicate with their public and some districts reflected these costs under the printing column.

Table 1.4

LOCAL DISTRICTS' PLANNING EFFORTS

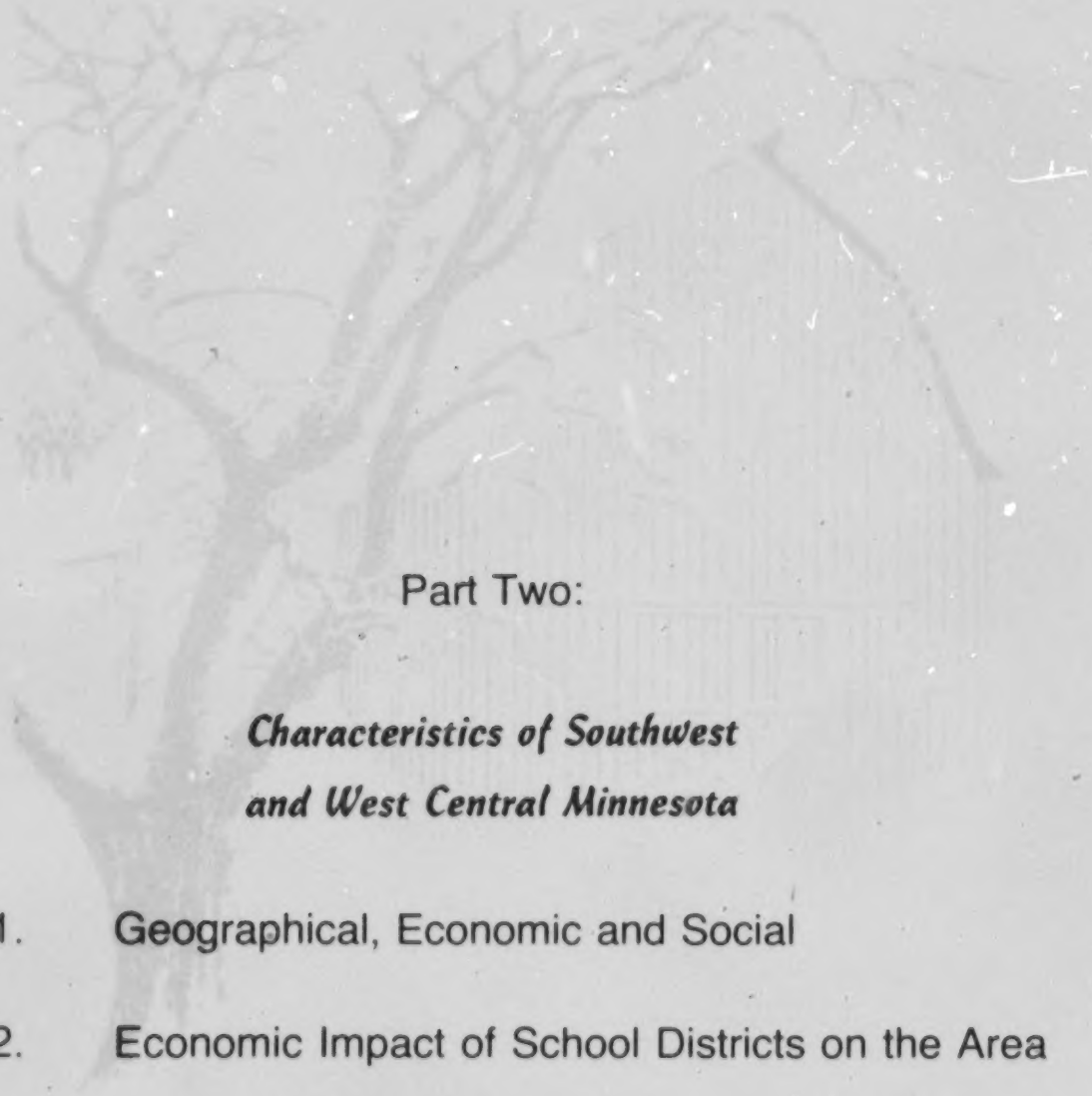
School Districts			Advisory Group Membership								
Number	Name	1978-79 Enrollment	Community Members	School Members	Total	Number of Meetings	Met With Other Districts	Number of Meetings Held	Typing Hours	Writing Hours	Printing Cost
511	Adrian	751	12 + 6 =	18	6	12	1	11	15	$ 37
709	Appleton	855	13 + 5 =	18	7	16	1	96	80	$ 240
141	Atwater	684	24 + 12 =	36	24			34	40	$ 200
411	Balaton	386	9 + 7 =	16	19	3	3	8	100	$ 25
047	Beardsley	189	10 + 2 =	12	3	8	2	30	50	$ 25
171	Bellingham	260	6 + 6 =	12	10			320	400	$ 105
631	Belview	244	13 + 5 =	18	16	8	3	50	125	$ 350
777	Benson	1560	13 + 6 =	19	10	1	1	65	65	$ 75
646	Bird Island	518				4	2	50	40	$ 100
513	Brewster	280	7 + 4 =	11	7	11	2	30	26	$ 25
421	Brownton	394	12 + 3 =	15	10	12	4	75	110	$ 513
647	Buffalo Lake	356	12 + 4 =	16	8	20	2	12	60	$ 70
091	Canby	996	8 + 7 =	15	19	2	1	100	100	$ 150
438	Chandler/Lake Wilson	357	20 + 2 =	22	5	4	8	24	200	$ 52
126	Clara City	526	0 + 6 =	6	10	12	3	60	60	$ 95
342	Clarkfield	510	14 + 4 =	18	9	6	2	65	70	$ 150
058	Clinton	254	22 + 5 =	27	11	2	2	100	300	$ 250
461	Cosmos	358	9 + 8 =	17	10			40	80	$ 100
412	Cottonwood	484	13 + 4 =	17	11	2	1	30	25	$ 159
641	Danube	425	17 + 4 =	21	14	4	8	80	95	$ 225

Table 1.4 (cont'd)

LOCAL DISTRICTS' PLANNING EFFORTS

School Districts			Advisory Group Membership									
Number	Name	1978-79 Enrollment	Community Members	School Members	Total	Number of Meetings	Met With Other Districts	Number of Meetings Held	Typing Hours	Writing Hours	Printing Cost
378	Dawson/Boyd	812	13 + 5	= 18	10	10	1	40	80	$ 60
893	Echo	202	9 + 3	= 12	3	7	3	10	20	$ 120
463	Eden Valley/ Watkins	1010	6 + 6	= 12	5	2	1	42	90	$ 50
581	Edgerton	288	12 + 3	= 15	3	2	3	12	20	$ 150
514	Ellsworth	315	5 + 6	= 11	11	11	2	13	20	$ 25
649	Fairfax	406	11 + 6	= 17	15	7	3	86	400	$ 450
650	Franklin	187	10 + 4	= 14		14		30	200	$ 75
505	Fulda	803	7 + 5	= 12	10					
422	Glencoe	1658	12 + 5	= 17	4	8	2	24	92	$ 155
060	Graceville	428	9 + 5	= 14	11	7	2	48	50	$ 40
894	Granite Falls	1020	21 + 4	= 25	6	6	2	33	150	$ 100
464	Grove City	393	13 + 5	= 18	9			30	70	$ 200
651	Hector	567	11 + 3	= 14	9	15	2	100	150	$ 124
402	Hendricks	329	14 + 7	= 21	18		3	80	220	$ 400
330	Heron Lake/ Okabena	550	10 + 7	= 17	10	3	1	16	160	$ 85
671	Hills/Beaver Creek	489	14 + 9	= 23	4	2	1	25	100	$ 35
423	Hutchinson	2495	15 + 12	= 27	18			80		$ 180
403	Ivanhoe	416	13 + 8	= 21	8	2	9	120	240	$1,140
324	Jackson	1241	144 + 15	= 159	23	2	1	100	800	$ 275
582	Jasper	405	13 + 2	= 15	14	2	2	25	150	$ 75
775	Kerkhoven/Sun- burg/Murdock	815	15 + 4	= 19	10	1	3	50	50	$ 100
404	Lake Benton	387	23 + 6	= 29	12	24	5	76	187	$ 78
325	Lakefield	566	9 + 5	= 14	10	4	2	35	75	$ 250
633	Lamberton	471	10 + 6	= 16	25	10	4	160	200	$ 75
424	Lester Prairie	502	9 + 3	= 12	8	7	2	30	60	$ 160
465	Litchfield	2123	12 + 2	= 14	6	6	1			$ 200
670	Luverne	1487	10 + 11	= 21	9			225	350	$ 12
415	Lynd	190	12 + 6	= 18	16	8	2	40	80	$ 5
377	Madison	752	11 + 3	= 14	9	35	4	40	80	$ 20
669	Magnolia	149	3 + 4	= 7	11	7	3	13	20	$ 25
376	Marietta	168	13 + 2	= 15	14	22	2	100	100	$ 100
413	Marshall	2222	4 + 10	= 14	9	3	1	80	160	$ 400
127	Maynard	365	20 + 2	= 22	15	10	8	400	650	$ 150
128	Milan	285	21 + 6	= 27	6	18	1	5	12	$ 8
635	Milroy	228	10 + 5	= 15	15	6	1	12	25	$ 50
414	Minneota	591	8 + 12	= 20	8	2	1	16	30	$ 65
129	Montevideo	1833	11 + 15	= 26	11	3	2	70	70	$ 100
636	Morgan	868	5 + 5	= 10	8	8	2	90	250	$ 175
652	Morton	299	16 + 4	= 20	3	16	2	30	30	$ 30
173	Mountain Lake	638	8 + 7	= 15	6	84	8	45	24	$ 45
345	New London/ Spicer	1258	17 + 4	= 21	4	7	1	40	75	$ 75
653	Olivia	795	11 + 5	= 16	20	6	2	20	60	$ 200
062	Ortonville	975	8 + 9	= 17	7	7	1	20	40	$ 200
583	Pipestone	1579	8 + 11	= 19	12	4	3	40	80	$ 200
346	Raymond	374	7 + 5	= 12	5	8	2	20	80	$ 50
637	Redwood Falls	1552	9 + 7	= 16	9	18	2			$ 368
654	Renville	472	7 + 5	= 12	5	16	12	10	12	$ 10
516	Round Lake	213	6 + 5	= 11	6	6	6	45	40	$ 150
418	Russell	250	6 + 6	= 12	16	3	3	32	150	$ 82
584	Ruthton	318	11 + 5	= 16	18	7	5	20	40	$ 100
655	Sacred Heart	307	9 + 3	= 12	5	7	6	8	20	$ -
638	Sanborn	330	17 + 5	= 22	20			25	25	$ 800
425	Silver Lake	406	21 + 10	= 31	11			30	60	$ 160
328	Sioux Valley	219	8 + 5	= 13	12	6	6	60	120	$ 90
504	Slayton	1057	10 + 10	= 20	13			3	6	$ 20
426	Stewart	396	15 + 2	= 17	8	39	3	36	70	$ 65
178	Storden/ Jeffers	459	14 + 4	= 18	8	6	1	50	100	$ 100
417	Tracy	1125	11 + 5	= 16	8	6	2	40	60	$ 115
409	Tyler	504	10 + 5	= 15	17	7	2	40	80	$ 50
408	Verdi	126	5 + 5	= 10	7	3	3	100	300	$ 700
640	Wabasso	784	21 + 8	= 29	9	7	1			
641	Walnut Grove	350	7 + 6	= 13	12	4	1	100	250	$ 300
175	Westbrook	530	8 + 6	= 14	7	5	3	72	40	$ 30
347	Willmar	4018	24 + 20	= 44	4	7	1	100	100	$ 150
477	Windom	1598	13 + 7	= 20	6	8	5	50	100	$ 200
422	Winsted	114	14 + 7	= 21	7	7	2	5	10	$ 30
896	Wood Lake	190	11 + 3	= 14	4	7	3	20	40	$ 150
518	Worthington	2736	14 + 13	= 27	11	7	4	100	150	$1,000
TOTALS		61,777	1,148	524	1,672	882	717	221	4,787	9,614	$14,128
Averages		712	13	6	19	10	9	3	57	116	168

Commitment to education certainly appears to be a strong characteristic of residents in southwest and west central Minnesota. The next section of the area-wide plan will discuss in detail some student traits that are exhibited because of the high concern for quality of education in rural Minnesota.



Part Two:

Characteristics of Southwest and West Central Minnesota

1. Geographical, Economic and Social
2. Economic Impact of School Districts on the Area
3. Quality of Education
4. Existing Areas of School Cooperation

2 Characteristics of Southwest and West Central Minnesota

Geographical, Economic and Social

Counties in southwest and west central Minnesota make a significant contribution to the state's economy, culture and wholesome environment. Open highways, well kept family farms, trees and beautiful small rural communities make up the countryside.

This eighteen-county area, Regions 6 and 8, encompasses about 12,000 square miles with a population of 305,200. The majority of residents reside in small communities or on family farms of 200-400 acres. Eight cities in this area have a population of over 4,000 and another three have a population of over 10,000.

Farmland in these regions offers some of the most diversified agricultural production in the nation. This area produces most of Minnesota's soybeans and corn. Other major crops are wheat, oats, sunflowers and sugarbeets. Along with crop production, the area produces much of the state's beef and dairy cattle, poultry, sheep and hogs.

Since agriculture is the main industry of the region, most manufacturing in the area is agribusiness and food processing. In addition, there is manufacturing of non-electrical machinery and transportation equipment, as well as other miscellaneous goods.[1] A recent count shows 411 manufacturing plants in operation within the eighteen-county area.

In a national survey by the Midwest Research Institute, Minnesota ranks first in health, welfare and quality of life; third in economic growth; and, fourth in government. The study gives Minnesota a number two overall "quality of life" rating.[2]

The ranking of agriculture was found to be quite varied in these types of studies. It depended on the way in which the researcher looked at the large corporate farms versus small family farms. In rural Minnesota, specifically southwest and west central, preserving the education in the small community could mean preserving the small family farm life style as well. Young families tend to locate nearer schools or at least within reasonable travel distance. The desire to have a school nearby does not override the concern for a high quality education. Both effectiveness and cost efficiency are taken very seriously by area residents.

Economic Impact of School Districts on the Area

The eighty-eight school districts in Regions 6 and 8 not only provide a wide variety of educational, social and recreational services to the

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[1] 1976 Manufacturing Sales: State, Regions and Counties; Minnesota Research Bulletin #35, Department of Economic Development.

[2] Quality of Life: Measurement of State of States, Research Bulletin #02, Department of Economic Development, Minnesota, 1976.

communities they serve, but also play a vital role in the economic stability and the economic development of the area.

Each area school district reviewed, in addition to their education program, the social and economic impact the school district has on the community and surrounding area. During the 1976-77 school year the eighty-eight school districts in Regions 6 and 8 expended $111,428,000. Although the revenues for these expenditures came from a combination of state, federal and local sources, their impact on the economic stability and development of the area is substantial. It was found that of the 87 school districts supplying data 85 or 98% of them are the major employer of the community with an annual payroll of more than 78 million dollars, as shown in Table 2.1 In Table 2.1, the number of employees vary a great deal because some districts reported only professional staff while others included support and part time personnel.

Table 2.1

SCHOOL DISTRICTS: 1978 ESTIMATE OF PAYROLL AND NUMBER OF EMPLOYEES

School District Number	Name	1978-79 Enrollment	1978 Estimated Amount of Total District Payroll	Total Number of Employees Professional and Support	Major/Largest Employer?
511	Adrian	751	$ 869,208	82	Yes
789	Appleton	855	$ 1,084,390	100	Yes
341	Atwater	684	$ 825,000	133	Yes
411	Balaton	386	$ 432,456		Yes
057	Beardsley	189	$ 232,225	29	Yes
371	Bellingham	260	$ 473,690	49	Yes
631	Belview	244	$ 305,081	31	Yes
777	Benson	1,560	$ 2,000,000	302	Yes
646	Bird Island	518	$ 737,900	59	Yes
513	Brewster	280	$ 326,797	23	Yes
421	Brownton	394	$ 364,000	38	Yes
647	Buffalo Lake	356	$ 486,000	47	Yes
891	Canby	996	$ 1,392,901	140	Yes
918	Chandler/Lake Wilson	357	$ 501,397	58	Yes
126	Clara City	526	$ 600,000	50	Yes
892	Clarkfield	510	$ 563,354	54	Yes
058	Clinton	254	$ 326,426	40	Yes
461	Cosmos	358	$ 464,390	41	Yes
412	Cottonwood	484	$ 521,000	53	Yes
648	Danube	425	$ 636,946	43	Yes
378	Dawson/Boyd	812	$ 1,027,520	181	Yes
893	Echo	202	$ 250,215	35	Yes
463	Eden Valley/Watkins	1,010	$ 1,144,344	110	Yes
581	Edgerton	288	$ 428,988	44	Yes
514	Ellsworth	315	$ 340,333	41	Yes

Table 2.1 (cont'd)

SCHOOL DISTRICTS: 1978 ESTIMATE OF PAYROLL AND NUMBER OF EMPLOYEES

School District Number	Name	1978-79 Enrollment	1978 Estimated Amount of Total District Payroll	Total Number of Employees Professional and Support	Major/Largest Employer?
649	Fairfax	406	$ 468,924	41	Yes
650	Franklin	187	$ 266,179	35	Yes
505	Fulda	803	$ 925,000	80	Yes
422	Glencoe	1,658	$ 1,770,873	184	Yes
060	Graceville	428	$ 537,159	81	Yes
894	Granite Falls	1,020	$ 1,400,000	118	Yes
464	Grove City	393	$ 455,000	33	Yes
651	Hector	567	$ 638,000	58	Yes
402	Hendricks	329	$ 449,132	46	Yes
330	Heron Lake/Okabena	550	$ 700,648	57	Yes
671	Hills/Beaver Creek	489	$ 648,376	89	Yes
423	Hutchinson	2,495	$ 4,284,766	325	Yes
403	Ivanhoe	416	$ 531,353	52	Yes
324	Jackson	1,241	$ 1,379,623	116	Yes
582	Jasper	405	$ 480,149	54	Yes
775	Kerk./Sunburg/Murdock	815	$ 928,455	86	Yes
404	Lake Benton	387	$ 504,692	47	Yes
325	Lakefield	566	$ 758,525	71	Yes
633	Lamberton	471	$ 440,000	37	Yes
424	Lester Prairie	502	$ 541,298	49	Yes
465	Litchfield	2,123		203	Yes
670	Luverne	1,487	$ 1,491,817	212	Yes
415	Lynd	190	$ 250,000	25	Yes
377	Madison	752	$ 1,101,000	104	Yes
669	Magnolia	149	$ 243,579	23	Yes
376	Marietta	168	$ 232,360	27	Yes
413	Marshall	2,222	$ 2,774,550	240	Yes
127	Maynard	365	$ 420,000	43	Yes
128	Milan	285	$ 399,615	43	Yes
635	Milroy	228	$ 250,000	23	Yes
414	Minneota	591	$ 801,200	89	Yes
129	Montevideo	1,833	$ 2,802,000	270	Yes
636	Morgan	360	$ 440,000	40	Yes
652	Morton	299	$ 379,653	73	Yes
173	Mountain Lake	638	$ 850,537	87	Yes
345	New London/Spicer	1,258	$ 1,236,000	105	Yes
653	Olivia	795	$ 985,775	59	Yes
062	Ortonville	975	$ 1,332,000	130	Yes
583	Pipestone	1,579	$ 1,958,435	168	Yes
346	Raymond	374	$ 473,600	41	Yes
637	Redwood Falls	1,552	$ 1,747,121	163	Yes
654	Renville	472	$ 864,172	112	Yes
516	Round Lake	213	$ 177,472	27	No
413	Russell	250	$ 279,312	36	Yes
584	Ruthton	318	$ 412,691	82	Yes
655	Sacred Heart	307	$ 383,945	35	Yes
638	Sanborn	330	$ 354,894	40	Yes
425	Silver Lake	406	$ 251,216	37	Yes
328	Sioux Valley	219	$ 234,502	27	Yes
504	Slayton	1,057	$ 1,406,805	115	Yes
426	Stewart	306	$ 326,133	32	Yes
178	Storden/Jeffers	459	$ 600,000	61	Yes
417	Tracy	1,125	$ 1,510,000	141	Yes
409	Tyler	504	$ 602,151	56	Yes
408	Verdi	126	$ 158,818	16	Yes
640	Wabasso	784	$ 1,120,793	101	Yes
641	Walnut Grove	350	$ 432,168	52	Yes
175	Westbrook	530	$ 587,452	63	Yes
347	Willmar	4,018	$ 7,500,000	616	Yes
177	Windom	1,598	$ 2,709,158	300	No
427	Winsted	114	$ 152,431		
896	Wood Lake	190	$ 235,215	35	Yes
518	Worthington	2,736	$ 3,931,667	307	Yes
	Total		$78,592,950		

Another interesting area was discovered during this study. An average of 58% of the professional staff and 83% of the support staff of each school district reside and own homes within the district where they work. This would suggest that at least part of the local revenue raised by property taxes and used for payroll is returned to the community in which it is raised.

It also appears that the school districts in Regions 6 and 8 are interwoven in the economic fabric of southwest and west central Minnesota. Money on deposit in community banks provides the foundation for many agriculture, business, home and personal loans. Our assessment of this area indicates that *serious attention must be given to the economic impact, as well as the educational impact of the future school organization plans for this area.*

Quality of Education

It has been said many times that "quality of life" is very closely connected to the "quality of education" and vice versa. Education in southwest and west central Minnesota is of high quality and serves the needs of most people in the area quite well. There are 88 independent school districts with programs and numerous support and special education services located in more than that number of communities. In 1978 there were also 52 non-public schools in the many communities throughout the area. The area offers five area vocational-technical institutes, two community colleges, as well as a state university.

The high quality of educational institutions, along with the support of the community members, has helped in developing quality education in

southwest and west central Minnesota. What determines a "quality education" is not always clear.

A study with which we concur, entitled "Quality of Education Defined for Purposes of Comparison," was done by Dr. James D. Jess, a school superintendent in Iowa (Appendix D). For the purpose of this review his definition of "quality education" will be used, supplemented with data gathered from the schools in Regions 6 and 8. The definition is as follows:

- A school that offers a quality educational program is one that provides an incentive for students to want to attend and remain in attendance until they graduate.
- It is one that produces graduates who are qualified to go on for further schooling or have the required basic skills to become gainfully employed.
- It is a school that promotes and accommodates active student participation in co-curricular activities in order to further develop individual student interests and talents.
- It is a school with an educational program that its students are proud of and its parents and community patrons are willing to support.[3]

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[3]Jess, Dr. James D.; "Quality Education Defined for Purposes of Comparison;" Latimer, Iowa; no date.

The data that supports this definition for the school districts in southwest and west central Minnesota will appear later in this section. Test results and other performance data will be forthcoming to the State Department of Education as the requirements for Minnesota Statue 123.74, Curriculum Planning, Evaluation and Reporting (PER) are due on August 1, 1979 (Appendix E).

Some basic assumptions about the rural schools need to be pointed out. First, the general nature of smallness in any institution promotes flexibility. Because of this, rural schools are better able to speak to the needs of individual students. Students are encouraged to develop positive attitudes about self worth as they are motivated to think for themselves. Every student has special needs and students are able to pursue areas of special interest more freely, providing they have access to needed instructional materials and equipment.

Through special and vocational education cooperative centers, school districts obtain instructional materials, equipment and professional expertise that they do not have locally. Students, upon graduation from southwest and west central Minnesota rural schools, have indicated their immediate career intentions as shown by Table 2.2. An average of 33% plan to attend college, 32% plan to attend vocational school and another 27% plan to enter the job market directly. Follow-up studies on graduates show that averages for most districts are consistent with those mentioned, although individual students may change their vocation.

Table 2.2

QUALITY OF EDUCATION INDICATORS

School District Number	Name	1978-79 Enrollment	Participation(7-12) in Extra-Curricular Activities	Average Daily Attendance	Retention Ratio	Seniors Expressed Vocation: College	Vocational School	Military	Job Market	Unknown
#511	Adrian	751	80.0%	94.0%	95.8%	25.0%	41.0%	4.0%	30.0%	0.0%
#789	Appleton	855	62.4%	94.7%	93.8%	36.0%	41.0%	1.0%	16.0%	6.0%
#341	Atwater	684	98.0%	94.0%	97.0%	30.0%	40.0%	5.0%	15.0%	5.0%
#411	Balaton	386	75.0%	96.3%	96.2%	40.0%	30.0%	3.0%	25.0%	2.0%
#057	Beardsley	189	95.0%	95.3%	96.5%	30.0%	28.0%	9.0%	33.0%	0.0%
#371	Bellingham	260	81.0%	97.0%	97.5%	21.0%	38.0%	2.0%	39.0%	0.0%
#631	Belview	244	49.0%	94.8%	96.9%	15.5%	42.7%	4.5%	37.3%	0.0%
#777	Benson	1,560	92.0%	96.0%	97.1%	37.0%	31.0%	3.4%	28.2%	1.4%
#646	Bird Island	518	92.0%	95.7%	97.9%	29.0%	25.0%	4.0%	18.0%	2.4%
#513	Brewster	280	91.0%	96.0%	99.0%	26.0%	37.0%	7.0%	25.0%	5.0%
#421	Brownton	394	95.0%	96.0%	96.3%	29.6%	19.3%	3.0%	48.1%	0.0%
#647	Buffalo Lake	356		95.7%	95.5%	24.0%	34.0%	6.0%	25.0%	11.0
#891	Canby	996	78.0%	95.0%	91.0%	33.0%	40.0%	3.0%	21.0%	3.0%
#918	Chandler/Lake Wilson	357	86.0%	96.5%	95.5%	26.0%	24.0%	4.0%	38.0%	7.0%
#126	Clara City	526	97.0%	95.0%	98.0%	36.7%	39.8%	2.7%	20.8%	0.0%
#892	Clarkfield	510	70.0%	95.5%	99.8%	27.0%	26.0%	10.0%	26.0%	11.0%
#058	Clinton	254	90.0%	97.4%	97.0%	25.0%	33.0%	6.0%	36.0%	0.0%
#461	Cosmos	358	87.0%	95.0%	95.0%	19.0%	28.0%	.01%	49.0%	3.0%
#412	Cottonwood	484	88.0%	96.0%	94.0%	38.0%	37.0%	4.0%	18.0%	3.0%
#648	Danube	425	86.0%	96.2%	98.0%	34.0%	33.0%	4.0%	26.0%	2.0%
#378	Dawson/Boyd	812	46.0%	95.0%	99.0%	28.0%	43.0%	3.0%	20.0%	6.0%
#893	Echo	202	85.0%	95.0%	91.3%	24.0%	31.0%	11.0%	33.0%	1.0%
#463	Eden Valley/ Watkins	1,010	47.0%	95.0%	90.0%	16.7%	16.7%	5.2%	57.3%	0.0%
#581	Edgerton	288	83.0%	96.4%	98.0%	32.0%	36.0%	2.0%	28.0%	2.0
#514	Ellsworth	315	77.0%	77.0%	96.9%	15.4%	47.7%	0.0%	35.4%	.015
#649	Fairfax	406	90.0%	95.0%	96.0%	24.0%	36.0%	3.0%	36.0%	1.0%
#650	Franklin	187	80.0%	96.0%	96.0%	25.0%	45.0%	5.0%	20.0%	5.0
#505	Fulda	803	94.0%	96.5%	96.4%	32.6%	38.9%	6.5%	17.6%	.01
#422	Glencoe	1,658	64.0%	95.0%	95.0%	36.0%	29.0%	2.0%	32.0%	1.0
#060	Graceville	428	68.0%	95.1%	99.3%	25.0%	30.0%	8.0%	32.0%	5.0
#894	Granite Falls	1,020	65.0%	95.3%	95.6%	31.0%	32.0%	3.0%	29.0%	5.2
#464	Grove City	393	90.0%	96.0%	96.4%	28.0%	24.0%	8.0%	20.0%	7.0
#651	Hector	567	94.0%	97.8%	100.0%	47.0%	37.0%	.004%	14.0%	0.0
#402	Hendricks	329	95.0%	95.1%	96.0%	38.0%	34.0%	5.0%	23.0%	0.0%
#330	Heron Lake/ Okabena	550	90.0%	95.9%	97.5%	37.0%	19.9%	9.0%	26.0%	9.0%
#671	Hills/Beaver Creek	489			97.9%	32.0%	21.0%	6.0%	25.0%	16.0%
#423	Hutchinson	2,495	60.0%	95.3%	100.0%	34.0%	33.0%	4.0%	19.0%	10.0%
#403	Ivanhoe	416	94.0%	96.0%	99.9%	24.0%	44.0%	5.0%	18.0%	0.0%
#324	Jackson	1,241	80.0%	95.0%	94.9%	45.2%	32.0%	2.8%	15.4%	1.8%
#582	Jasper	405	82.0%	95.5%	99.5%	38.0%	37.0%	7.0%	21.0%	1.0%
#775	Kerkhoven/Sunburg/Murdock	815	100.0%	95.7%	98.5%	37.0%	33.0%	.01%	25.0%	.04%
#404	Lake Benton	387	86.2%	96.1%	99.0%	32.0%	30.0%	4.0%	34.0%	0.0%
#325	Lakefield	566	88.0%	94.6%	95.1%	36.6%	23.8%	3.7%	35.9%	0.0%
#471	Lamberton	471	92.0%	96.5%	94.0%	36.0%	23.0%	2.0%	7.0%	22.0
#424	Lester Prairie	502	75.0%	96.0%	95.0%	23.0%	23.0%	6.0%	43.0%	1.0
#465	Litchfield	2,123		96.0%	92.0%	32.0%	22.0%	6.0%	40.0%	0.0
#670	Luverne	1,487	76.0%	95.0%	96.0%	43.0%	27.0%	2.0%	21.0%	7.0
#415	Lynd	190	90.0%	95.7%	95.0%	17.0%	10.0%	5.0%	49.0%	19.0
#377	Madison	752	50.0%	96.0%	97.5%	21.4%	7.1%	5.7%	45.7%	20.1
#669	Magnolia	149	99.0%	96.1%	99.0%	38.0%	25.0%	1.0%	34.0%	0.0
#128	Marietta	168	85.4%	96.0%	91.0%	25.0%	42.0%	6.0%	26.0%	1.0
#413	Marshall	2,222	45.0%	95.0%	94.2%	55.0%	24.0%	2.0%	18.0%	1.0
#127	Maynard	365	100.0%	96.1%	98.5%	33.0%	34.0%	0.0%	33.0%	0.0
#428	Milan	285	90.0%	96.0%	98.9%	38.0%	42.0%	2.0%	18.0%	0.0
#635	Milroy	228								
#414	Minneota	591	90.0%	95.9%	95.0%	32.0%	30.0%	8.0%	24.0%	6.0%
#129	Montevideo	1,833	96.0%	95.5%	98.1%	37.0%	22.0%	2.0%	36.0%	3.0%
#636	Morgan	360	90.0%	96.5%	96.0%	27.2%	44.5%	1.8%	22.8%	3.7%
652	Morton	299	95.0%	94.5%	84.0%	28.0%	52.0%	3.0%	14.0%	3.0%
#173	Mountain Lake	638	94.0%	95.5%	97.0%	43.0%	19.0%	3.0%	28.0%	7.0%

Table 2.2 (cont'd)

QUALITY OF EDUCATION INDICATORS

School District Number	Name	1978-79 Enrollment	Participation(7-12) in Extra-Curricular Activities	Average Daily Attendance	Retention Ratio	Seniors Expressed Vocation College	Vocational School	Military	Job Market	Unknown
#345	New London/ Spicer	1,258	45.0%	96.0%	95.4%	30.0%	29.0%	3.0%	32.0%	6.0
#653	Olivia	795	88.0%	96.0%	92.5%	36.0%	37.0%	4.0%	19.0%	4.0
#062	Ortonville	975	90.0%	95.7%	85.6%	31.0%	33.0%	4.0%	25.0%	7.0
#583	Pipestone	1,579	75.0%	95.0%	88.4%	33.7%	32.4%	2.8%	21.0%	9.3
#346	Raymond	374	70.0%	96.0%	97.0%	40.0%	40.0%	0.0%	20.0%	0.0
#637	Redwood Falls	1,552	74.9%	94.5%	94.6%	46.0%	26.0%	6.0%	18.0%	4.0
#654	Renville	472	92.0%	96.5%	97.5%	33.0%	50.0%	4.0%	10.0%	3.0
#516	Round Lake	213	94.0%	96.0%	99.0%	37.0%	28.0%	3.0%	17.0%	15.0
#418	Russell	250	91.0%	95.6%	95.4%	27.0%	38.0%	3.0%	32.0%	0.0
#584	Ruthton	318	83.0%	97.0%	99.5%	18.8%	40.0%	1.9%	38.1%	1.3%
#655	Sacred Heart	307	85.0%	96.0%	99.0%	39.0%	40.0%	4.0%	17.0%	0.0
#638	Sanborn	330		96.6%	99.0%	30.4%	44.0%	.8%	23.3%	1.6%
#425	Silver Lake	406	70.0%	96.7%	94.7%	16.0%	15.0%	3.0%	64.0%	2.0
#328	Sioux Valley	219	78.0%	97.0%	96.0%	43.0%	30.0%	0.0%	20.0%	7.0
#504	Slayton	1,057	65.0%	96.1%	94.0%	39.0%	37.0%	5.0%	19.0%	0.0
#426	Stewart	306	64.0%	91.0%	94.0%	29.0%	41.0%	5.0%	23.0%	2.0
#178	Storden/Jeffers	459	90.0%	97.0%	92.0%	32.0%	27.0%	1.0%	14.0%	26.0
#417	Tracy	1,125	75.0%	94.2%	98.0%	31.0%	32.0%	6.0%	21.0%	10.0
#409	Tyler	504	94.0%	96.4%	93.0%	37.0%	26.0%	2.3%	29.0%	5.7
#408	Verdi	126	94.0%	96.5%	98.0%	20.8%	37.7%	3.8%	35.8%	1.9
#640	Wabasso	784	75.0%	94.9%	98.0%	20.0%	30.0%	5.0%	30.0%	15.0
#641	Walnut Grove	350	80.0%	95.3%	97.5%	28.0%	35.0%	8.0%	26.0%	3.0
#530	Westbrook	530	90.0%	96.1%	98.1%	29.0%	38.0%	6.0%	27.0%	0.0
#347	Willmar	4,018	90.0%	98.0%	96.0%	45.0%	27.0%	4.0%	23.0%	1.0
#177	Windom	1,598	95.0%	94.7%	94.4%	42.0%	18.0%	8.8%	21.0%	11.0
#427	Winsted (K-6)	114		97.0%						
#896	Wood Lake	190	85.0%	95.4%	89.3%	18.6%	34.8%	0.0%	42.2%	4.4
#518	Worthington	2,736	56.0%	94.6%	95.6%	53.0%	15.0%	9.0%	11.0%	10.0
	Averages			94.4%	95.6%	32.6%	32.1%	4.0%	27.0%	4.3%

Secondly, much is being said about the problem of violence and vandalism in urban schools. These problems are almost non-existent in rural schools. This is not only due to the school's size, but also to the general sense of belonging and importance enjoyed by rural students. The small school provides an almost family-like atmosphere. Also, rural students have a greater opportunity to become active participants in their school activities and become leaders in school and community affairs. Table 2.3 shows the percentage of participation in extra-curricular activities compared to school size.

TABLE 2.3

SCHOOL DISTRICT SIZE (K-12)
VERSUS STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES (7-12)

K-12 School Enrollment	126-300	301-600	601-1,000	1,001-2,000	2,001-4,018
Number of Schools Per Grouping	19	39	12	13	4
Average Participants In Extra-Curricular Activities (7 - 12)	85.1%	86.6%	79.6%	73.1%	62.8%

Schools with a student enrollment of 600 or less have the highest percentage of participation in extra-curricular activities. It also appears that as the school district's size increases the amount of student participation decreases. A family-like atmosphere with high school student involvement contributes to the self-image of the students and their general psychological stability.

Thirdly, it should be noted that schools in small communities seem to have more local support than urban schools, as evidenced in the previous section. Rural people take an active role in the planning and administration of school activities. There appears to be more interest in school board elections. Parents and teachers know each other by name and are more willing to cooperate in the educational program of the student.

Table 2.2 shows the average daily attendance in schools is 94% and student retention ratio for graduation averages 96%. Therefore, in studying southwest and west central Minnesota, local school districts have found that average daily attendance is high, the drop-out rates are low, participation in co-curricular activities is high and that graduates are well prepared to become productive members of society. All this spells out a healthy school-community environment.

Existing Areas of School Cooperation

As teachers and parents cooperate, schools also cooperate with each other. Vocational cooperative centers, special education cooperatives and the Southwest and West Central Educational Cooperative Service Unit are the three most common organized forms of school cooperation in southwest and west central Minnesota. Finally, it is common to find that many schools are cooperating with both their city and county agencies and one or more of their neighboring schools when needed.

Cooperation in education seems to be a very important part of how the high quality of education and high standard of living is maintained in southwest and west central Minnesota. The following will specifically describe five ways in which cooperation is currently taking place in the area. They are:

1. Cooperation with neighboring districts,
2. Cooperation with city and county agencies,
3. Cooperation with vocational cooperative centers,
4. Cooperation with special education cooperatives; and,
5. Cooperation with the Southwest and West Central Educational Cooperative Service Unit.

NEIGHBORING DISTRICTS

When school districts in southwest and west central Minnesota have a need they do something about it. Just like the farmer who experiences an illness or tragedy, the neighbors cooperate by helping to plant the crops or bring in the harvest. When the neighbors hear of the incident, they offer to help. Community members feel just as strongly about helping out their school in educating children as they do about helping a neighbor who is experiencing difficulty.

When schools begin to share professional personnel much advanced planning is necessary. Some questions that arise are: "Which district shall we contact?" "Who will be responsible for the supervision?" "How much time, if any, should be devoted to travel?" "Is the person responsible for travel expenses or either of the school districts?" "Should students travel?" "Should teachers travel?" and, "Does lost instructional time justify student travel time?" Even though the idea of cooperating is highly valued, it does become more complicated for the school district, than one farmer helping another.

Table 2.4 shows the current areas of cooperation with neighboring districts. Nearly every district in southwest and west central Minnesota shares at least one teacher and often times more than one. Over 50% of the districts share books and materials. Teachers interested in a certain area of the curriculum also form consortiums, such as social studies consortiums, with other districts in order to share ideas and keep up-to-date in a specific curriculum area. At least 31% of the districts have faculty members who are participating in a social studies consortium.

Table 2.4

CURRENT AREAS OF COOPERATION WITH
NEIGHBORING DISTRICTS

Name	Enrollment	Share: 1 Teacher	Share: 2 Teachers	Share: 3 Teachers	Share: 4+ Teachers	Share: Superintendent	Share: Principal	Consortium: Social Studies	Consortium: Other Curriculum	Share: Books and Materials	Share: Film Purchase	Alternative Learning Center	Food Service Management	Enrichment Programs	Travel To Meetings	Gym Facilities	Health Facilities	Community Education
Adrian	751							X	X	X	X				X			X
Appleton	855	X						X			X				X			X
Atwater	684	X									X				X		X	
Balaton	386				X				X	X	X	X			X			X
Beardsley	189		X												X		X	X
Bellingham	260																	
Belview	244			X						X					X		X	
Benson	1560	X	X							X	X				X	X		
Bird Island	516	X													X			X
Brewster	280	X						X			X				X			X
Brownton	394	X					X								X			
Buffalo Lake	356	X					X			X					X		X	
Canby	996																	X
Chandler/Lake Wilson	357	X																
Clara City	526	X	X	X	X					X	X			X				
Clarkfield	510	X						X		X	X	X			X		X	
Clinton	254					X									X			X
Cosmos	358	.												X	X		X	X
Cottonwood	484	X													X			
Danube	425	X								X	X				X		X	X
															X			X
Dawson/Boyd	812	X						X		X	X				X		X	X
Echo	202				X	X	X			X	X	X			X	X	X	X
Eden Valley/ Watkins	1010							X	X	X	X	X			X			
Edgerton	288	X						X		X	X	X			X			X
Ellsworth	319					X		X	X	X	X				X		X	
Fairfax	406		X							X								
Franklin	187														X		X	X
Fulda	803																	
Glencoe	1658	X																
Graceville	428					X				X	X		X		X		X	X
Granite Falls	1020				X			X		X	X	X			X			
Grove City	393	X						X	X	X	X	X			X		X	X
Hector	567	X					X								X		X	X
Hendricks															X			
Heron Lake/ Okabena	550							X							X			X
Hills/Beaver Cr.	489				X			X	X	X	X							
Hutchinton	2495														X		X	
Ivanhoe	416																	
Jackson	1241	X																
Jasper	405	X									X				X		X	X
Kerk./Sunburg/ Murdock	615	.								X	X				X			
Lake Benton	387			X					X	X	X							
Lakefield	566	X						X		X	X				X			
Lamberton	471				X					X	X				X			
Lester Prairie	502	X									X				X		X	X
Litchfield	2123							X	X	X	X	X	X		X			X
Luverne	1487				X			X	X	X	X		X		X			X
Lynd	190																	
Madison	752	X						X			X				X		X	X
Magnolia	149		X			X		X	X	X	X				X		X	X
Marietta	168	X					X			X	X				X		X	
Marshall	2222																	
Maynard	365	X	X	X	X				X	X	X	X		X	X		X	X
Milan	285	X						X		X	X				X		X	X
Milroy	228																	
Minneota	591	X							X						X			X

Table 2.4 (cont'd)

CURRENT AREAS OF COOPERATION WITH
NEIGHBORING DISTRICTS

		Share						Consort		Share									
Name	Enrollment																		
Montevideo	2,031	X	X						X		X	X				X	X		X
Morton	340									X	X				X		X		
Morton	294				X					X	X						X	X	
Mountain Lake	630							X		X	X						X		X
New London-Spicer	1751							X	X	X	X								
Olivia	746	X		X				X		X					X		X		X
Ortonville	975							X		X					X		X	X	X
Stewartone	1574							X	X	X	X	X			X		X		X
Raymond	174	X						X			X						X		
Redwood Falls	1852										X						X		
Renville	472				X					X	X						X		
Round Lake	213				X	X		X		X	X						X		
Russell	250				X				X	X	X						X		X
Ruthton	316				X				X	X	X						X		X
Sacred Heart	807				X					X	X						X	X	
Sanburn	330		X											X			X		X
Silver Lake	416																		
Sioux Valley	219				X	X		X		X	X						X		
Slayton	1057							X		X	X						X	X	
Stewart	304		X			X	X		X		X		X				X		
Storden/Jeffers	419		X								X	X					X	X	
Tracy	1125										X						X		X
Tyler	504				X				X	X	X						X		X
Verdi	126				X				X	X	X						X	X	X
Walnut Grove	390		X								X						X		X
Westbrook	530										X						X		
Willmar	4018																		
Windom	1598			X							X						X		
Winsted	114				X					X	X						X		
Wood Lake	190				X	X	X			X	X	X					X	X	X	X
Worthington	2736																		
Totals		29	11	6	19	9	7	26	20	47	54	12	4	6	71	8	30	41	
Averages		33	13	7	22	10	8	30	23	54	61	14	5	7	81	9	34	36	

CITY AND COUNTY AGENCIES

Approximately half of the school districts are currently cooperating with various city and county agencies to give an added dimension to their programs. School districts currently cooperate with the county public health, county library and county social services at approximately 55%,

26% and 56% respectively according to Table 2.5. School districts are involved in about 50% of the community summer recreation programs. Personnel from the law enforcement offices, fire department and telephone company appear to be frequent resource people in many of the local schools. Table 2.5 also indicated that 48% of the districts are currently involved in adult farm management programs. It appears that school districts in the southwestern portion of Minnesota do not hesitate to become involved with city and county agencies in order to provide a variety of programs and services to members of their communities.

Table 2.5

CURRENT AREAS OF COOPERATION WITH CITY AND COUNTY AGENCIES

School District Name	Enrollment	County Public Health	Library	Social Services	City Summer Recreation	Local Scholarship Program	Day Activity Center	Educational Television	Law Enforcement	Fire Department	Telephone Company	Local Volunteers For Extra-Curricular	SSU Facilities	AVTI	Southwest Minnesota Arts and Humanities Council	Adult Farm Management
Adrian	751	X		X		X	X		X	X	X	X				
Appleton	855	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Atwater	684	X	X	X	X	X	X		X	X	X			X	X	X
Balaton	386	X	X	X	X	X		X	X	X			X	X	X	X
Beardsley	189	X	X	X	X	X	X	X	X	X	X			X	X	X
Bellingham	260															
Belview	244	X					X	X	X	X	X	X	X			
Benson	1560	X		X	X	X	X		X	X		X	X		X	X
Bird Island	518			X			X			X						
Brewster	280															
Brownton	394	X	X	X	X	X			X	X		X				
Buffalo Lake	356			X						X		X				X
Canby	996															
Chandler/Lake Wilson	357					X			X							
Clara City	526	X	X	X	X	X										X
Clarkfield	510		X	X	X	X	X	X	X	X	X	X	X			X
Clinton	254	X	X	X	X	X	X	X	X	X	X			X	X	X
Cosmos	358	X	X	X	X	X			X	X		X				
Cottonwood	484	X	X	X	X	X		X	X	X		X	X		X	X
Danube	425															
Dawson/Boyd	812	X			X			X	X	X	X	X	X		X	X
Echo	202	X	X	X					X	X		X	X	X	X	
Eden Valley/Watkins	1010															
Edgerton	288				X											X
Ellsworth	315	X														
Fairfax	406	X				X				X	X	X				X
Franklin	187															
Fulda	803															
Glencoe	1658	X		X		X	X		X	X		X				
Graceville	428	X	X	X	X	X	X	X	X	X	X			X	X	X

Table 2.5 (cont'd)

CURRENT AREAS OF COOPERATION WITH CITY AND COUNTY AGENCIES

School District Name	Enrollment	Public Health	Library	Social Services	City Summer Recreation	Local Scholarship Program	Day Activity Center	Educational Television	Law Enforcement	Fire Department	Telephone Company	Local Volunteers For Extra-Curricular	SSU Facilities	AVTI	Southwest Minnesota Arts and Humanities Council	Adult Farm Management
Granite Falls	1020	X		X	X				X	X	X	X	X	X	X	X
Grove City	393	X	X		X		X		X			X				X
Hector	567	X					X			X						X
Hendricks	329															
Heron Lake/Okabena	550															
Hills/Beaver Creek	489	X			X		X		X						X	
Hutchinson	2495															
Ivanhoe	416															
Jackson	1241															
Jasper	405	X			X	X		X	X	X	X	X				
Kerk./Sunburg/Murdock	815															
Lake Benton	387	X		X	X	X			X	X	X	X	X			X
Lakefield	566	X	X	X	X	X	X	X	X	X	X	X			X	X
Lamberton	471	X		X		X		X	X	X	X	X	X	X	X	X
Lester Prairie	502	X		X	X			X	X	X	X					
Litchfield	2123															
Luverne	1487			X		X	X		X						X	X
Lynd	190															
Madison	752			X				X	X	X	X		X	X	X	X
Magnolia	149	X														
Marietta	168	X		X			X	X	X	X	X	X	X	X	X	
Marshall	2222		X	X	X	X	X	X	X	X	X		X	X	X	X
Maynard	365	X	X	X	X			X	X	X		X	X	X	X	X
Milan	285	X	X	X	X			X	X	X	X	X	X		X	X
Milroy	228															
Minneota	591	X			X							X	X			X
Montevideo	1833			X	X	X	X	X	X	X		X	X		X	X
Morgan	360						X		X		X		X			
Morton	299	X	X	X			X	X	X	X	X	X	X		X	
Mountain Lake	638															
New London/Spicer	1258	X														
Olivia	795	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Ortonville	975	X	X	X	X	X	X	X	X	X	X			X	X	X
Pipestone	1579			X	X									X	X	X
Raymond	374															
Redwood Falls	1552	X	X	X	X		X	X	X	X	X	X	X			
Renville	472			X			X									X
Round Lake	213															
Russell	250	X	X	X	X	X			X	X	X		X	X	X	X
Ruthton	318	X		X	X	X	X	X	X	X	X		X	X	X	X
Sacred Heart	307			X			X									X
Sanborn	330															
Silver Lake	406															
Sioux Valley	219															
Slayton	1057			X	X		X	X					X			X
Stewart	306	X		X	X				X	X		X				
Storden/Jeffers	459	X		X		X	X					X				X
Tracy	1125	X		X	X	X	X		X	X	X	X				X
Tyler	504	X		X	X	X			X	X	X		X	X	X	X
Verdi	126	X		X	X	X			X	X	X	X	X		X	X
Wabasso	784	X						X	X		X					X
Walnut Grove	350			X												X
Westbrook	530			X			X	X								X
Willmar	4018	X		X			X									
Windom	1598															
Winsted	114	X		X	X				X	X						
Wood Lake	190	X	X	X					X	X		X	X	X	X	
Worthington	2736															
TOTAL		48	23	49	38	31	31	26	46	44	30	32	28	20	30	42
AVERAGE		55%	26%	56	43	35%	35%	30%	52%	50%	34%	36%	32%	23%	34%	48

VOCATIONAL COOPERATIVE CENTER

Fourteen, State Board approved, vocational cooperative centers have been organized to assist 57 of the 87 or 65.5% of the districts that serve secondary students in southwest and west central Minnesota (Appendix F). At the time of the study, there was not a count of those students who actually participated in these programs versus those who were eligible to participate in such programs.

Each center has a governing structure that consists of one representative from each district. They usually meet once a month and discuss matters similar to those of the local school board. The programs offered through each center vary as to the needs of the districts involved. A typical listing of the types of services and programs offered at the vocational centers can be found in Appendix G.

SPECIAL EDUCATION COOPERATIVES

Seven special education cooperatives serve 96.6% of the school districts in southwest and west central Minnesota (Appendix H). The Crow River Special Education Cooperative at Hutchinson and Meeker/Wright Special Education Cooperative at Cokato are organized under the joint Powers Act. The Minnesota Valley Cooperative Center at Granite Falls has a unique organization because it offers both vocational and special education programs. The remaining four, the Pipestone Special Education Cooperative, Montevideo Special Education Cooperative, Little Crow Special Education Cooperative at Willmar, and the Red Rock Ridge Special Education Cooperative at Windom, operate under the umbrella of the Southwest and West Central Educational Cooperative Service. Like the

vocational centers, the special education cooperatives do not have identical programs, but they are quite similar. The programs are based on the needs of the students in each district and assist the districts in meeting Federal special education regulations. The Special Education Services section of Appendix J describes the services school districts may receive through any of the Special Education Cooperatives.

SOUTHWEST AND WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

The purpose of an Educational Cooperative Service Unit (ECSU) is to provide educational programs and services for students that can be better provided in a cooperative way than by their individual districts.

Large numbers of teachers, administrators, and lay people were involved in a variety of ways and had developed an attitude of cooperation which built the Southwest and West Central Educational Cooperative Service Unit (SW/WC ECSU). In the mid 1960's, the area was served by several regional projects. The cooperative service agencies in Regions 6 and 8 had been successful in establishing good communications. A working relationship among numerous professional, welfare, business, industry, governmental and community service organizations existed at the local, regional, state, and national levels. It was felt that by establishing a regional educational service unit this spirit of cooperation would be expanded and strenghtened.

A request for a model emerged. In July of 1971, a proposal by the public school districts of Planning Regions 6 and 8, requested programmatic approval and financial support as provided in Minnesota statutes.[4] In the

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[4]Minnesota Educational Service Area, A Proposal by the Public School Districts of Planning Regions 6 and 8 in West Central and Southwest Minnesota, July, 1971

proposal, the local Boards of Education committed themselves to the concept of regional educational services and programs as essential to a uniform system of public education and to the equalizing of educational opportunity for all public school students.

Throughout the developmental stages, the intermediate educational unit has changed from:

Cooperation between and among school districts - prior to 1967; to the Educational Research and Development Council (ERDC), 1967-73; to the Educational Service Area (ESA), 1973-1976, a pilot project funded by the legislature; and finally to the Educational Cooperative Service Unit, 1976 - Current Minnesota Statute 123.58 Appendix I).

As proposed in 1971, the entire state now benefits from the model for cooperation that was developed in southwest and west central Minnesota.

The Educational Cooperative Service Units are organized when a majority of the school districts in a planning region petition to the State Board of Education. The governing board of an ECSU is similar to that of a local school district, and has the same power and authority as vested in local school boards in Minnesota. The members of the ECSU Board of Directors must be current local school board members and be elected to the ECSU board by local school board members according to law.

The Southwest and West Central Educational Cooperative Service Unit (SW/WC ECSU) has a 12-member Board of Directors, a 16-member ECSU Advisory Council, and a 14-member Superintendents' Advisory Council with 3 ex-officio members. Council members suggest and design programs and services that are offered by the SW/WC ECSU on a voluntary basis. The ECSU does not mandate or regulate school districts in any way.

Of the 87 (K - 12) school districts in Regions 6 and 8, the SW/WC ECSU serves 84 member districts. These districts enroll approximately 61,777 students and employ about 4,350 licersed staff. The SW/WC ECSU maintains an administrative office in Marshall, special education service centers in Willmar, Windom, Montevideo and Pipestone; and a media center in Monetvideo.

The SW/WC ECSU offers four broad areas of service to member school districts. The following list of programs and services is briefly described in Appendix J.

Administrative Services
- Computer Services
- Regional Accounting Coordinator
- Statewide Facilitator
- Educational Planning Task Force
- SW & WC Information Network for Educators
- Sharing Staff in Low-Frequency Elective/Arts
- Educational Planning Service
- State, Federal, and Private Proposal Development

Instructional Services
- In-Service Programs for Staff Development
- Individually Guided Education
- Right to Read
- Adult Education - Right to Read
- Pre-school Right to Read Project

Media Services
- Cooperative Purchasing
- Electronic Equipment Repair
- Media Distribution
- Printing
- Reading Resource Center

Special Education Services
- Education Service Centers
- Special Education Instructional Materials Center
- Special Education Regional Coordinator
- Services for Non-Attending Handicapped Children
- Mainstreaming Workshops
- Regional Consultants
  - Preschool Handicapped
  - Emotionally Disturbed
  - Hearing Impaired
  - Visually Impaired

Table 2.6 shows the SW/WC ECSU member schools and the services they currently purchase. The remaining portion of Table 2.6 lists some services school districts use for no additional charge other than the membership fee. Membership dues are $250 per public school district plus 20¢ per student. Associate members, (public schools outside of Regions 6 and 8, and non public schools), are charged $200 for SW & WC ECSU membership. Many of the associate members are the school districts who were involved in the initial requests for ECSU legislation.

Table 2.6

CURRENT AREAS OF COOPERATION WITH
SOUTHWEST AND WEST CENTRAL
EDUCATIONAL COOPERATIVE SERVICE UNIT

School District Name	Enrollment	ECSU Contracted Services: Member	IGE	MECC-Mts	Teletype	Media Services	Special Education	Additional Cost Services: Cooperative Purchase	Equipment Repair	Printing Services	Right-To-Read Materials	Available to Members: Educational Planning Services	IUEAPS	MINE	State-Wide Facilitator	Adult Right-To-Read
Adrian	751	X			X	X	X	X	X		X	X	X			
Appleton	855	X	X		X	X	X	X	X		X	X	X			
Atwater	684	X	X	X	X	X	X	X	X			X	X	X	X	
Balaton	386	X		X	X	X	X	X	X	X		X	X	X	X	
Beardsley	189	X				X		X	X	X	X	X	X			
Bellingham	260	X			X	X		X	X							
Belview	244	X				X	X	X	X	X		X	X	X	X	
Benson	1560	X		X	X	X	X	X	X		X	X	X			X
Bird Island	518	X			X	X	X	X	X	X	X			X		X
Brewster	280	X					X		X							
Brownton	394	X				X		X	X		X					
Buffalo Lake	356	X		X	X	X		X	X	X	X					X
Canby	996	X		X	X	X	X									
Chandler/Lake Wilson	357	X		X	X		X	X	X				X			
Clara City	526	X			X	X	X	X	X							
Clarkfield	510	X		X	X	X		X			X	X	X	X	X	X
Clinton	254	X				X			X	X	X	X	X			
Cosmos	358	X				X		X	X	X						
Cottonwood	484	X			X	X	X	X	X	X		X	X		X	X
Danube	425	X				X	X	X	X	X	X					X
Dawson/Boyd	812	X		X	X	X	X	X	X		X	X	X		X	
Echo	202	X		X		X		X	X			X	X		X	
Eden Valley/Watkins	1010	X					X	X	X	X			X			
Edgerton	288	X			X		X	X	X			X				
Ellsworth	315	X			X		X	X	X		X	X	X			
Fairfax	406	X			X	X	X	X	X	X	X	X		X		
Franklin	187	X				X	X									
Fulda	803	X		X			X									
Glencoe	1658				X			X					X			
Graceville	428	X				X	X	X	X	X	X	X	X			

Table 2.6 (cont'd)

CURRENT AREAS OF COOPERATION WITH
SOUTHWEST AND WEST CENTRAL
EDUCATIONAL COOPERATIVE SERVICE UNIT

School District		ECSU Contracted Services						Additional Cost Services				Available to Members				
Name	Enrollment	Member	IGE	NECC-MIS	Teletype	Media Services	Special Education	Cooperative Purchase	Equipment Repair	Printing Services	Right-To-Read Materials	Educational Planning Services	LFABS	MINE	State-wide Facilitator	Adult Right to Read
Granite Falls	1020	X	X	X	X			X	X		X	X	X	X	X	X
Grove City	393	X					X	X	X	X			X			
Hector	567	X		X		X	X	X	X	X	X					X
Hendricks	329	X		X		X	X									
Heron Lake/Okabena	550	X					X	X	X		X	X	X		X	
Hills/Beaver Creek	489	X	X		X		X	X	X	X	X	X				
Hutchinson	2495	X		X	X	X										
Ivanhoe	416	X		X	X	X	X									
Jackson	1241	X		X			X	X			X	X	X		X	X
Jasper	405	X		X	X	X	X	X	X			X	X		X	
Kerk./Sunburg/Murdock	815						X						X			
Lake Benton	387	X		X		X	X	X	X	X		X	X		X	
Lakefield	566	X					X	X	X			X	X		X	
Lamberton	471	X			X		X	X	X	X	X	X	X	X		
Lester Prairie	502	X			X			X					X			
Litchfield	2123							X					X			
Luverne	1487	X		X	X		X	X	X							
Lynd	190	X		X		X	X									
Madison	752	X	X	X	X	X	X	X	X			X	X		X	
Magnolia	149	X					X	X	X			X	X			
Marietta	168	X				X	X	X	X		X	X	X			X
Marshall	2222	X		X	X		X									
Maynard	365	X				X	X	X	X	X	X	X	X			
Milan	285	X			X	X	X	X	X		X	X	X			
Milroy	228	X	X	X	X	X	X									
Minneota	**591**	X			X		X	X	X		X		X			
Montevideo	**1833**	X		X	X	X	X	X	X	X	X	X	X			X
Morgan	**360**	X		X	X	X	X	X	X	X		X		X		
Morton	**299**	X				X	X	X	X	X	X	X	X			
Mountain Lake	**638**	X					X	X	X	X	X	X	X		X	X
New London/Spicer	1258	X				X	X	X	X				X			
Olivia	795	X		X		X	X	X	X	X	X		X			X
Ortonville	975	X			X	X	X	X	X	X	X	X	X	X	X	X
Pipestone	1579	X	X	X	X	X	X	X	X	X		X	X	X		
Raymond	374	X	X		X	X	X	X	X	X	X	X	X			
Redwood Falls	1552	X			X	X	X	X	X				X		X	
Renville	472	X				X	X	X	X		X	X				
Round Lake	213	X				X	X	X								
Russell	250	X		X	X	X	X	X	X			X	X		X	
Ruthton	318	X		X	X	X	X	X	X	X		X	X	X	X	
Sacred Heart	307	X		X	X	X		X	X		X		X			
Sanborn	330	X		X	X	X	X									
Silver Lake	406	X			X											
Sioux Valley	219							X								
Slayton	1057	X		X	X		X	X	X		X	X	X		X	
Stewart	306							X	X							
Storden/Jeffers	459	X			X		X	X	X	X		X	X	X		
Tracy	1125	X			X	X	X	X	X	X		X	X	X	X	X
Tyler	504	X		X	X	X	X	X	X	X	X	X	X	X	X	
Verdi	126	X			X	X	X	X	X	X		X	X		X	
Wabasso	784	X			X	X	X									
Walnut Grove	350	X					X	X							X	
Westbrook	530	X			X	X	X	X	X		X	X	X		X	
Willmar	4018	X	X				X						X			
Windom	1598	X		X	X		X	X	X	X	X	X	X		X	X
Winsted	114															
Wood Lake	190	X		X		X		X	X			X	X		X	
Worthington	2736	X	X	X	X		X									
TOTAL		82	11	36	50	55	69	71	64	32	36	46	54	14	26	17
AVERAGE		93%	13%	41%	57%	63%	78%	81%	73%	36%	41%	52%	61%	16%	30%	19%

Part Three:

Area-Wide Planning Assumptions

3 *Area-Wide Planning Assumptions*

Each of the eighty-eight school districts in the eighteen-county area developed a plan for the efficient delivery of educational programs and services. Each plan included a statement of goals and priorities of the district relating to both: (a) educational programs and services; and, (b) organization and management for the delivery of such programs and services. Enrollments were projected through 1988 and finances through 1983. Almost every district will experience an enrollment decline during that period. Consequently, the financial impact on the educational programs with the costs and benefits of alternative methods of organization and management were described. These alternative methods were based on data and assumptions that have been examined and approved by members of the Southwest and West Central Educational Planning Task Force. The planning assumptions briefly describe the education regulations of today and the constants used to forecast projections for the next five years (i.e., the projected 5.4% increase in both revenues and expenditures).

It should be noted that the planning assumptions employed by individual local school districts are very similar, but may not be the same for all local districts' plans in the eighteen-county area. The most common assumptions have formed the following list of area-wide planning assumptions.

LEGAL

1. Minnesota Department of Education rules and regulations affecting local school districts' organization and management programs and services through 1983, will not change from 1978-1983.

2. Minimum state standards for educational programs and services will not be required beyond the present recommendations by the Minnesota State Board of Education and will not be changed during the period 1978-1983.

3. Funding of educational programs and services will be based upon the present formula with support units and unit weightings for pupils remaining the same (kindergarten .5, elementary 1.0 and secondary 1.4). The Foundation Aid Formula increased in 1978-79 to $1,095. Projected increases were as follows:

1979-80	$ 1,155*
1980-81	1,220*
1981-82	1,285*
1982-83	1,355*

* Although it appears that the actual pupil unit amount will be higher than projected, the rate of expenditure increase will also be higher.

4. A school district will not spend more than it earns in its operating funds (general, food service, transportation, community service) according to the Uniform Financial Accounting and Reporting Systems Act.

5. The Statutory Operating Debt limitation on school district expenditures will remain the same as in 1977 and will not change from 1978-83.

6. "Reductions in force" at the local school district level through 1983 will be based on seniority, according to the existing Minnesota statute.

7. For the years 1978 through 1983 public school enrollment projections, in and out migration patterns, will not be substantially different from those described by the Education Statistics Sections, Minnesota Department of Education for the period 1972-1978, unless stated in the individual plan.

ECONOMIC

8. State foundation aid participation in the funding of educational programs and services will not be less or greater than the suggested 5.4% increase in revenues for the years 1978 through 1983.

9. Organization and management alternatives receiving in-depth, objective analysis will be only those that were perceived as acceptable by a majority of school boards in the eighteen-county area.

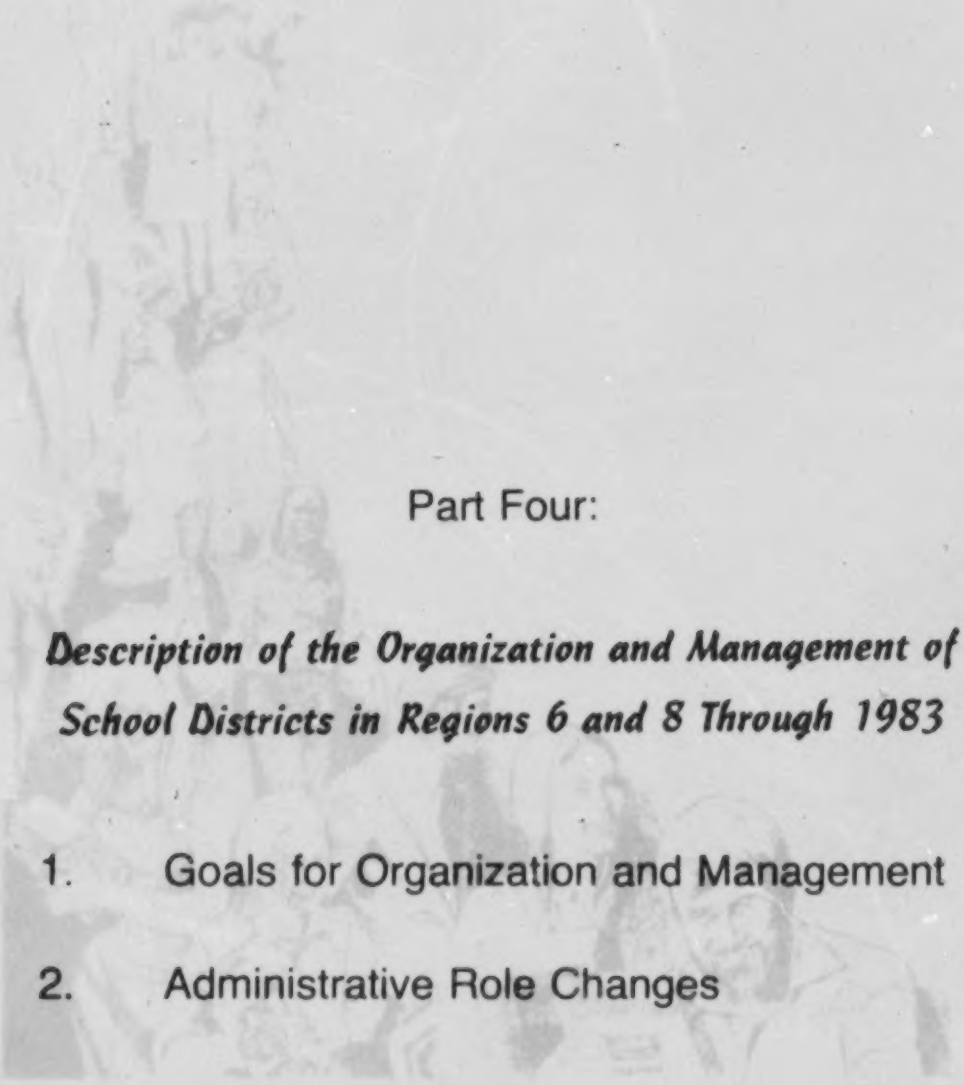
10. "Relative costs and benefits thereof" as it applies to the analysis of organization and management alternatives was interpreted to mean the potential effect on revenues and expenditures as well as program benefits that may have been described in local plans and may vary with local situations.

11. Inter-district coordination and cooperation among school districts in the eighteen-county area will probably increase, but not be uniform for all districts.

12. Planning is an on-going process and local school district planning from 1978 through 1983 may produce new organization and management alternatives which are compatible with existing conditions within the eighteen-county area.

SOCIAL

13. Local school districts play a vital role in the economic, social and recreational aspects of the community.



Part Four:

Description of the Organization and Management of School Districts in Regions 6 and 8 Through 1983

1. Goals for Organization and Management

2. Administrative Role Changes

4 *Description of the Organization and Management of School Districts in Regions 6 and 8 Through 1983*

The following statement of the organization and management of school districts in Regions 6 and 8 through the 1982-83 school year is based on the 88 local educational plans, as described in Minnesota Statute 122.87 (Appendix B), delivered to the SW/WC EPTF on December 1, 1978. This section will describe, in detail, the alternative forms of organization and management of school districts in the area and the costs and benefits of each.

Goals for Organization and Management

Nearly all of the districts, 90%, indicated that their organization goal for the period 1979-1983 was to continue to operate as a K-12 independent school district. Table 4.1, Summary of Reactions to Pairing and Consolidation, indicates that 10% of the school districts wish to retain their independent school district status for 1978-1980, but wish to be included in the experimental pairing legislation, Minnesota Statute 122.85 (Appendix K); which would allow them to cooperate with a neighboring school

for certain grade levels. The table also reveals that 34% of the districts are currently considering the feasibility of pairing and another 11% feel that it may be necessary to study that method of organization in the future. However, 57% of the districts state that pairing does not appear to be an alternative for their future organization pattern.

Table 4.1 indicates that 72.7% of the school districts stated that consolidation was not being considered through the period 1979-1983. However, 8% considered consolidation a possibility, and many larger districts indicated a willingness if approached by a neighboring smaller district. Also, 10.2% of the districts feel that consolidation may be considered as a future possibility, but currently it does not appear as a necessary alternative.

During the two years of planning that this report represents, four districts have consolidated; Heron Lake with Okabena, and Kerkhoven with Murdock/Sunburg, and six districts have entered into pairing agreements. The pairing districts are Echo and Wood Lake, Renville and Sacred Heart, and Round Lake and Sioux Valley.

Table 4.1

SUMMARY OF REACTIONS TO PAIRING AND CONSOLIDATION

School District		Pairing				Consolidation	
Name	1978-79 Enrollment	Actual 1978-79	Planned 1979-80	Current Consideration	Future Possibility	Current Consideration	Future Possibility
Adrian	751			o		o	+
Appleton	855			+		o	
Atwater	684			o		o	
Balaton	386			+		o	
Beardsley	189			+		o	
Bellingham	260			+		o	
Belview	244			o			
Benson	1560			o		o	
Bird Island	518			o		o	
Brewster	280			o		o	
Brownton	394			+	+	o	
Buffalo Lake	356					+	
Canby	996			o		o	
Chandler/Lake Wilson	357			o		o	
Clara City	526			o			
Clarkfield	510			o		o	
Clinton	254			o		o	
Cosmos	358			o	+	o	+
Cottonwood	484			o	+	o	o
Danube	425			o		o	
Dawson/Boyd	812						
Echo	202	+	+	+			
Eden Valley/ Watkins	1010			o		o	
Edgerton	288			o		o	
Ellsworth	115			+		o	

+ = favor
o = oppose

Table 4.1 (cont'd)

SUMMARY OF REACTIONS TO
PAIRING AND CONSOLIDATION

School District Name	1978-79 Enrollment	Pairing: Actual 1978-79	Pairing: Planned 1979-80	Pairing: Current Consideration	Pairing: Future Possibility	Consolidation: Current Consideration	Consolidation: Future Possibility
Fairfax	406			+			
Franklin	187			+		6	
Fulda	803			o		o	
Glencoe	1658			+		+	
Graceville	428			o		o	+
Granite Falls	1020			o	+		
Grove City	393			o		o	
Hector	567			o		o	
Hendricks	329			o		o	
Heron Lake/ Okabena	550			o		o	
Hills/Beaver Ck.	489			o		o	+
Hutchinson	2495						
Ivanhoe	416			o	+	o	+
Jackson	1241			o		o	
Jasper	405			o		o	
Kerk./Sunburg/ Murdock	815			o		o	
Lake Benton	387			o		+	+
Lakefield	566			o		o	
Lamberton	471			o		o	
Lester Prairie	502			o		o	
Litchfield	2123			o		o	+
Luverne	1487			o		o	
Lynd	190			o	+	o	
Madison	752					o	+
Magnolia	149			+		o	
Marietta	166			+		o	
Marshall	2222						
Maynard	365			o		o	
Milan	285			o		o	
Milroy	228			o		o	
Minneota	581			o		o	
Montevideo	1[illegible]3			+		o	
Morgan	7[illegible]0			+		o	
Morton	299			o		o	
Mountain Lake	638			o+		o	
New London/Spicer	1256						
Olivia	795						
Ortonville	975			o		+	
Pipestone	1579			o		o	
Raymond	374			o	+	o	
Redwood Falls	1562				+	+	
Renville	472	+	+	+			
Round Lake	213	+	+	+		+	
Russell	250			+		o	
Ruthton	318			+		o	
Sacred Heart	307	+	+	+			
Sanborn	330			o		o	
Silver Lake	406			o		o	
Sioux Valley	219	+	+	+		o	
Slayton	1057			o	+	o	+
Stewart	306			+	+		
Storden/Jeffers	459			o		o	
Tracy	1125			+		+	
Tyler	504			+		o	
Verdi	126			o		o	
Wabasso	784			o			
Walnut Grove	350			+		o	
Westbrook	530			o		o	
Willmar	4018						
Windom	1598			+		o	
Winsted	114	+	+	+		o	
Wood Lake	190	+	+	+			
Worthington	2736			o		o	
+ = favor	Total favor	7	7	28	10	7	9
o = oppose	Total oppose	0	0	52	0	65	1

All of the school districts currently accept and plan to continue a K-12 organization structure, with the exception of those entering into a pairing arrangement. Management of the eighty-eight schools will be accomplished through a six or seven member school board with the superintendent as an ex-officio member. The superintendent is directly responsible to the school with all other personnel responsible to the superintendent.

Administrative Role Changes

The superintendent and many of the school board members become advisors and coordinators on the many area-wide advisory committees and boards. The administrative role in many of the school districts in southwest and west central Minnesota is changing. Currently, superintendents actively participate on several area-wide advisory committees and boards to special education cooperatives, vocational cooperative centers, and the Southwest and West Central Educational Cooperative Service Unit. The administrator works cooperatively with the existing agencies and the local school district to provide the best program opportunities for children. Administrative responsibilities have changed because the organizational patterns that emerge with structuring the area-wide cooperatives require it. What does not change is the local control and management of each school by its own school board as it makes specific requests of area-wide cooperatives.

Presently, there are five superintendents within the area that have the responsibilities of two independent districts, in addition to area-wide

cooperative responsibilities. More districts are examining the possibilities of sharing administrators as one alternative method of organization.

School districts in southwest and west central Minnesota do not consider themselves an island of school operations unto themselves. They do feel they are part of a network that when locally controlled, can decide on the best possible educational program for their children when they alter the manner in which the delivery of services is made.

Alternative Methods

Part Five:

Description of Alternative Methods of School District Organization and Management

Method 1 — Remain As Is

Method 2 — Expand Cooperation

Method 3 — Voluntary Expansion of Experimental Pairing

Method 4 — Voluntary Consolidation

Method 5 — Mandated Reorganization By County

Method 6 — Mandated Reorganization By School Size

5 *Description of Alternative Methods of School District Organization and Management*

This section will present six alternative methods of school district organization and management that were considered by the Southwest and West Central Educational Planning Task Force. Four of the alternatives were found to be acceptable and two were rejected. The main thread which flows through each of the alternatives is the question of "local control".

The position taken by the Task Force could be summed up in the phrase, "it was not a question of what the future is going to be, whether it be consolidation, some form of pairing, or dissolution; but rather who should decide the future".

Based on the local plans submitted on December 1, 1978, seventy-nine districts plan to continue as K-12 independent school districts, as described in Minnesota Statute 122.41, school district organization (Appendix L). Seven school districts* are planning to pair in the

*Winsted is pairing with Howard Lake/Waverly, which is in Region 7.

1979-1980 school year with an additional twenty-nine school districts indicating they were considering pairing for future years (Table 4.1). Nine school districts in Regions 6 and 8, according to Table 4.1, indicated that consolidation might be a feasible alternative for them some time in the future. Again, the issue was not how they were planning to be organized, but rather that they wished to reserve that right for themselves.

Presented next are the six alternatives with the costs, benefits, restrictions and impediments, or reasons for rejection. The dollar figures themselves will not appear because of the unique variables between and among school districts. Therefore each school district before it decides to enter any of the alternative methods of organization should complete a thorough self-study to analyze cost factors.

Method 1 — Remain As Is

The present 88 school districts in Regions 6 and 8 would continue as they are, to be organized as independent school districts, as defined by Minnesota Statute 122.41, school district organization (Appendix L), and would continue to voluntarily cooperate with other school districts and other governmental agencies.

Acceptable: YES X NO ____

Costs: Costs for this alternative would follow current trends.

Benefits: This alternative will keep decision making concerning the scope and content of educational programs and services as close to the residence of the student as possible. This

should provide for the continued improvement of local programs and better evaluation of local educational programs by local communities. For a detailed description of present areas of cooperation see Part Two.

Restrictions and Impediments: For a detailed list of perceived restrictions and impediments to current school district operations see Part Seven. The issues were drawn from the local district plans and discussed by all task force members and many school administrators. Many of the school district plans stated that these issues were currently hindering school operations and requested close examination of these areas for future legislative action.

Method 2 — Expand Cooperation

The present 88 school districts in Regions 6 and 8 would continue to be organized as independent school districts, as defined by Minnesota Statute 122.41, school district organization (Appendix L), and would continue to voluntarily cooperate and expand cooperation with other governmental agencies, and between and among school districts in additional areas such as sharing administrators and business office, sharing teaching staff, and sharing specialized programs, materials and equipment.

Acceptable: YES X NO ___

Costs: Cost saving will be realized due to more efficient and effective use of resources.

Benefits: Through more effective and efficient use of resources,

local school boards will be able to provide additional programs and to expand other programs, thus increasing the comprehensiveness of local education programs and services and meeting the changing needs of the students. For a detailed description of future areas of cooperation see Part Six.

Restrictions and Impediments: Scheduling teachers who work under different school calendars and matching the teacher's training expertise to the needs of the students appeared to be the largest obstacles to overcome in expanding cooperation by sharing teachers. Some districts felt the difference in Master Agreements and salary schedules were problems too, but they could be worked out. Several plans stated that they feared travel time will take away from the instructional day and they might encounter resistance from some parents and students.

It was felt in sharing administrators, that it would be a strain on the administrative time from working with two boards with varying policies and with two staffs with varying Master Agreements. It was also felt that some flexibility and availability of administrators would be lost. Many districts listed these ideas as impediments, but still plan to further their study for sharing administrators. However, there were several districts which felt strongly against sharing administrators. Here are some quotes from several district plans.

"In order for a principal to be effective, he/she must be available to help staff and students when problems arise. Preferred to give principal teaching duties."

"The superintendent could not become a part of two communities, probably only the one in which he/she lives."

"Superinterdent needs to be present to maintain direct supervision of the school plant and school curriculum."

"A principal needs to be in daily contact with students and teachers."

Method 3 — Voluntary Expansion of Experimental Pairing

The present 88 school districts would continue to be organized as independent school districts as defined by Minnesota Statute 122.41 (Appendix L), and would continue to voluntarily cooperate with other school districts and other governmental agencies except that school districts may voluntarily choose to discontinue certain grades or classes which would be offered at a neighboring school district or districts. This alternative would closely resemble the experimental pairing legislation, Minnesota Statue 122.85, except that the bill would allow up to four districts to participate and should be available for all districts on a voluntary basis.

Acceptable: YES X NO ____

Costs: This alternative should provide for cost effectiveness, in instructional and administrative personnel and materials. There appears, however, to be additional costs to the pupil transportation fund.

Benefits: Through more effective and efficient use of resources, local school boards will be able to provide or expand certain areas thus increasing the comprehensiveness of local education programs and services.

Restrictions and Impediments:

- special statutory authorization currently needed
- community acceptance
- staffing and master contracts
- travel time for students

Method 4 — Voluntary Consolidation

The present 88 school districts would continue to be organized as independent school districts, as defined by Minnesota Statute 122.41 (Appendix L), and would continue to voluntarily cooperate with other school districts and governmental units except that schools may choose to voluntarily consolidate as prescribed by Minnesota Statute 122.23 (Appendix M).

Acceptable: YES X NO _____

Costs: Cost savings would be realized due to more effective and efficient use of resources.

Benefits: Through more effective and efficient use of resources, local school boards will be able to provide or expand certain areas thus increasing the comprehensiveness of local education programs and service.

Restrictions and Impediments:

- community acceptance
- staffing and master contracts
- debt distribution
- travel time for students

Method 5 — Mandated Reorganization By County

The present 88 school districts would be required to reorganize into 18 county school districts within Regions 6 and 8.

Acceptable: YES ____ NO X

Reason for Rejection: Although this is an alternative form of organization and management for Regions 6 and 8, it was overwhelmingly rejected because it does not allow local control.

Method 6 — Mandated Reorganization By School Size

That any of the present 88 school districts, regardless of size, be required to be reorganized, if they are in compliance with Minnesota Statute 122.41 (Appendix L) and other applicable statutes or State Board of Education rules and regulations.

Acceptable: YES ____ NO X

Reason for Rejection: Size is not enough of a criterion to determine whether a school district should reorganize.

Part Six:

Summary of Opportunities for Coordination and Cooperation Among School Districts in the Area

1. Administrator and Business Office Sharing
2. Teacher Sharing
3. Programs and Material Sharing

6 *A Summary of Opportunities for Coordination and Cooperation Among School Districts in the Area*

The plans of the eighty-eight districts revealed more than 400 favorable opportunities for coordination. Some ideas were very general, as "share teachers" for example. Others stated specifically that they would like to share an "art teacher" or a "trigonometry teacher". A few districts had done a thorough feasibility study and other plans cited that much more study would be necessary before implementing any particular alternative. Apparent throughout, however, was that the positive cost factors and benefits cannot be uniformly applied to all districts. Each district with its own set of variables must be taken into consideration individually.

Without listing the individual characteristics of each district, it was decided that a chart type analysis could best describe the opportunities for coordination and cooperation among school districts in Regions 6 and 8. After a careful examination of all suggested alternatives, it appeared that most of them could be grouped into three categories: (a) sharing administrators, (b) sharing teachers: and, (c) sharing programs and materials. The following

tables will divide these categories into more specific groupings and list the school districts interest as it appeared in the local plans.

Administrator and Business Office Sharing

Sharing of a superintendent is being considered by 30.7% of the school districts in Regions 6 and 8 according to Table 6.1. Another 19% have decided against sharing a superintendent. Table 6.1 also reveals that about 29% of the districts are in favor of sharing a business office and 11% are against that type of arrangement. In sharing principals, 23% favor sharing at the secondary level while 30% favor sharing an elementary principal. Generally, it appears that about one-fourth of the districts do favor sharing a superintendent, secondary principal, elementary principal, and business office. About 10-20% of the school districts do not favor this type of sharing. The remaining school districts made no comment.

Table 6.1

FUTURE ADMINISTRATOR AND BUSINESS OFFICE SHARING POSSIBILITIES

School District		Superintendent			Business Office		Principal		Teaching		
			Sharing With Neighboring Schools		Sharing With Neighboring Schools		Sharing With Neighboring Schools		Sharing With Neighboring Schools		
Name	1978-79 Enrollment	1978-79 Actual	Considera-tion	Part-time Principal	Computer	Office	High School	Ele. School	High School	Ele. School	Counselor/ Principal
Adrian	751		o		+	o	o				
Appleton	855		+		+	+	+				
Atwater	684		o			o	o	o	+	o	
Belaton	386		o		+	o	o		+		
Beardsley	189	pt	+		+		+				
Bellingham	260										
Belview	244										
Benson	1560										
Bird Island	518										
Brewster	280										
Browntop	394		+					+			
Buffalo Lake	356		+		+	+					
Canby	996				+						
Chandler/Lake wilson	357		+			+	+				
Clara City	526										
Clarkfield	510										
Clinton	254	+	+			o	o				
Cosmos	358		o		o	o	o	+	+		
Cottonwood	484		o			+	o	+	+		
Danube	425		o	+	o	o	o				
Dawson/Boyd	812										
Echo	202	+				+	+				
Eden Valley/ watkins	1010		+			+	+	+			
Edgerton	288										
Ellsworth	315	+									

+ = favor
o = oppose

Table 6.1 (cont'd)

FUTURE ADMINISTRATOR AND BUSINESS OFFICE SHARING POSSIBILITIES

School District		Superintendent			Business Office		Principal		Teaching		
			Sharing With Neighboring Schools		Sharing With Neighboring Schools		Sharing With Neighboring Schools		Sharing With Neighboring Schools		
Name	1978-79 Enrollment	1978-79 Actual	Considera-tion	Part-time Principal	Computer	Office	High School	Ele. School	High School	Ele. School	Counselor/ Principal
Fairfax	406		o	+			o	+		+	
Franklin	187		+				+	+			
Fulda	803					+					
Glencoe	1658		+				+	+			
Graceville	428	+	+					+			
Granite Falls	1020		o	o	+	+	o	o	o	o	
Grove City	393		+		+	o		o	+	+	
Hector	567		o			+		+			
Hendricks	329					+					
Heron Lake/ Okabena	550										
Hills/Beaver Ck.	489							+			
Hutchinson	2495	+									
Ivanhoe	416		+			+	+	+			
Jackson	1241		+				+	+			
Jasper	405		+	+		+	+	+	+		
Kerkhoven/Murd./ Sunburg	815										
Lake Benton	387										
Lakefield	566		o		+	o	o	o			
Lamberton	471										
Lester Prairie	502										
Litchfield	2123										
Luverne	1487										
Lynd	190		+			+					
Madison	752		+				+	+			
Magnolia	149	+				+	+				
Marietta	168		o	+							
Marshall	2222					+					
Maynard	365		o			o		o			
Milan	285		+				+	+			
Milroy	228		+				+	+			
Minneota	591							+			
Montevideo	1833				+	+					
Morgan	360		o				o	+			
Morton	299										
Mountain Lake	638		o				o	o			
New London/Spicer	1250										
Olivia	745		+				+	+			
Ortonville	975				+	+					
Pipestone	1579		+				+	+	+	+	+
Raymond	374		o					o			+
Redwood Falls	1552										
Renville	472										
Round Lake	213	+	+				o	o			
Russell	250		+				o	o			
Ruthton	318					+					
Sacred Heart	307		+			+	+	+			
Sanborn	330		+			+	o	+			
Silver Lake	406		+	+			+	+			
Sioux Valley	219	+	+				o	o			
Slayton	1057		+			+	+	+			
Stewart	306	+							+		
Storden/Jeffers	459								+		+
Tracy	1125				+						
Tyler	504				+	+	o	o	+	+	+
Verdi	121					o		+			
Wabasso	784										
Walnut Grove	350		+	+		+	o	o	+		
Westbrook	530		o				o		o		
Willmar	4018										
Windom	1598				+	+					
Winsted	114										
Wood Lake	190	+				+	+				
Worthington	2736					+					
+ = favor	Total favor	10	27	6	14	26	21	26	11	8	3
o = oppose	Total oppose	0	17	1	2	10	19	12	2	2	0

Teacher Sharing

Sharing secondary teachers seemed to be the most favored type of cooperation among the school districts according to Table 6.2. Fifty-two percent of the districts felt they could expand the teacher sharing opportunities, seventeen percent of the districts indicated thay could share their students or receive students on a tuition basis. Advanced math courses, foreign languages, physics and chemistry type courses appear to be in greatest demand for teacher sharing, while teachers of adult and high school agriculture and kindergarten ranked next highest according to Table 6.2. The table contains twenty specific types of courses that school districts indicated they would like to share teachers in. Even though it appears that there is not a high interest in the remaining areas, it was felt that the table itself may be of help to any district which may want or need to share teachers in the near future. However, many of the districts which were interested in sharing were not specific about the exact type of sharing they desired.

Table 6.2

FUTURE TEACHER SHARING POSSIBILITIES AT THE SECONDARY LEVEL

School District		Non-Specific		Specific Course Offerings																		
Name	1978-79 Enrollment	Sharing Teachers	Tuition Students	Industrial Arts, Bldg. Trade	Kindergarten	Language Arts	Librarian	Math, Advanced	Music	Photography	Science, Physics, Chemistry	TV Productions	Agriculture (Adults)	Agriculture (H.S.)	Art	Business Commercial Ed	Computer Science	Extra Curricular	College Prep. English	Foreign Language	Guidance Service	Home Economics	Humanities
Adrian	751	+						+			+												
Appleton	855	+						+			+		+	+			+		+	+			
Atwater	684	+									+						+				+		
Balaton	386	+	+						o									+						
Beardsley	189																						
Bellingham	260							+	+					+		+	+	+					
Belview	244										+									+			
Benson	1560																			+			
Bird Island	518																						
Brewster	280				+			+		+	+	+		+	+								
Brownton	394	+																					
Buffalo Lake	356	+																					
Canby	996	+			+																		
Chandler/Lake Wilson	357																						
Clara City	526		+		+		+																
Clarkfield	510	+						+			+									+			
Clinton	254			+	+		+	+			+		+	+	+					+			
Cosmos	358	+																					
Cottonwood	484	+																					
Danube	425																						

Table 6.2 (cont'd)

FUTURE TEACHER SHARING POSSIBILITIES AT THE SECONDARY LEVEL

School District		Non-Specific		Specific Course Offerings																				
Name	1978-79 Enrollment	Sharing Teachers	Tuition Students	Industrial Arts, Bldg. Trade	Kindergarten	Language Arts	Librarian	Math, Advanced	Music	Photography	Science, Physics, Chemistry	TV Productions	Agriculture (Adults)	Agriculture (H.S.)	Art	Business Commercial Ed.	Computer Science	Extra Curricular	College Prep. English	Foreign Language	Guidance Service	Home Economics	Humanities
Dawson/Boyd	812																						
Echo	202																						
Eden Valley/Watkins	1010	+																+					
Edgerton	288																						
Ellsworth	315																						
Fairfax	406	+	+																		o		
Franklin	187	+																					
Fulda	803																+						
Glencoe	1658	+					+														+		
Graceville	428							+					+	+	+					+			
Granite Falls	1020	+						+			+									+			
Grove City	393					+		+	+				+	+	+							+	
Hector	567	+																					
Hendricks	329	+																					
Heron Lake/Okabena	550			+	+			+			+									+	o		
Hills/Beaver Creek	489	+									+									+	+	+	
Hutchinson	2495																						
Ivanhoe	416		+																		+		
Jackson	1241	+																					
Jasper	405	+		+		+	+							+				+			+	+	
Kerkhoven/Murdock/Sun.	815																						
Lake Benton	387	+	+																				
Lakefield	566	+	+																				
Lamberton	471																						
Lester Prairie	502																						
Litchfield	2123			+		+		+			+		+	+								+	
Luverne	1487	+																					
Lynd	190	+																					
Madison	752	+																					
Magnolia	149		+															+				+	
Marietta	168																						
Marshall	2222	+	+																				
Maynard	365	+					+		+	+				+						+			
Milan	285	+																					
Milroy	228	+																+			+		
Minneota	591	+	+			+																	
Montevideo	1833																						
Morgan	360	+	+												+					+	+		
Morton	299							+			+						+	+		+			
Mountain Lake	638															+		+		+			
New London/Spicer	1258																						
Olivia	795							+												+			
Ortonville	975			+		+		+								+	+				+		
Pipestone	1579	+		+	+		+	+	+		+		+	+						+		+	
Raymond	374	+																					
Redwood Falls	1552	+	+																				
Renville	472																						
Round Lake	213	+			+								+	+				+		+			
Russell	250	+	+		+												+	+					
Rutnton	318	+																+					
Sacred Heart	307	+																					
Sanborn	330	+																+			+		
Silver Lake	406	+											+	+									
Sioux Valley	219			+	+	+							+	+									
Slayton	1057	+																					
Stewart	306	+									+				+								
Storden/Jeffers	459	+							+		+		+		+						+		
Tracy	1125																						
Tyler	504	+	+	+	+	+	+	+			+		+	+	+	+	+		+	+	+	+	+
Verdi	126			+											+						+	+	
Wabasso	784																						
Walnut Grove	350	+																					
Westbrook	530		+					+	o						o					+	o		
Willmar	4018							+			+									+			
Windom	1598	+																					
Winsted	114																	+					
Wood Lake	190																						
Worthington	2736		+																				
+ = favor	Total favor	46	15	9	11	6	7	18	5	2	17	1	11	14	9	5	7	12	2	20	12	8	2
o = oppose	Total oppose	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	3	0	0

Programs and Materials Sharing

Increasing vocational course offerings through the vocational center, as well as academic programs, seems to be the most desired method for coordination and cooperation among school districts in southwest and west central Minnesota. The local plans also disclose that about 11% of the districts wanted to increase their use of special education programs and services offered through the SW/WC ECSU.

The purchase and use of textbooks, equipment, library and audio-visual materials was seen as an opportunity for coordination and cooperation among about 10% of the district plans. Lastly, Table 6.3 indicates that about 11% of the districts were interested in having cooperative athletic teams. Table 6.3 also shows how the districts responded to these various proposals.

Table 6.3

FUTURE PROGRAM AND MATERIALS SHARING POSSIBILITIES

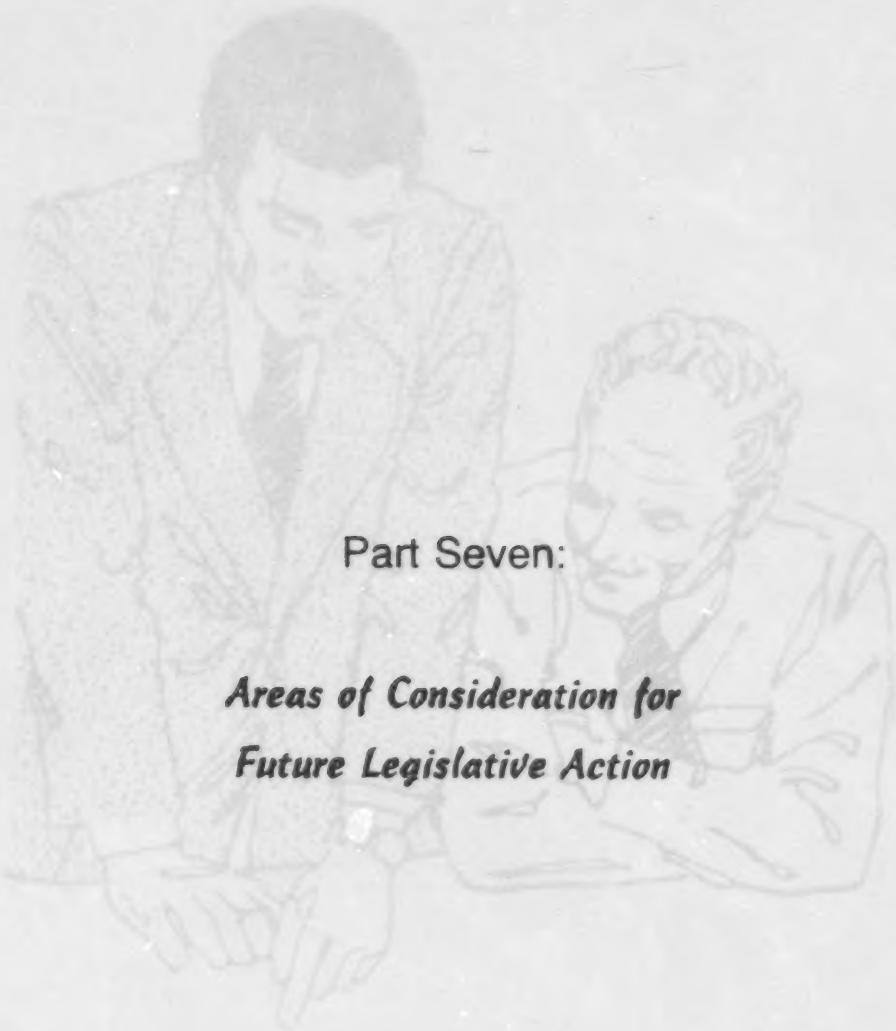
School District		Vocational Center Programs		ECSU Programs and Services Increase			Use Of		Cooperative Purchasing and Use					
Name	1978-79 Enrollment	Increase	Add Academic	Special Education	Cooperative Purchasing	Administrative and Instructional	Buildings	Swimming	Books	Audio-Visual	Equipment	Self-Instruction	Library	Athletic Teams
Adrian	751	+	+											
Appleton	855													
Atwater	684													+
Balaton	386													
Beardsley	189			+										
Bellingham	260													
Belview	244	+	+	+		+								
Benson	1560	+	+	+				+						
Bird Island	518													
Brewster	280	+												
Brownton	394	+	+											
Buffalo Lake	356									+				
Canby	996	+												
Chandler/Lake Wilson	357													
Clara City	526													
Clarkfield	510		+						+		+			
Clinton	254													
Cosmos	358													
Cottonwood	484	+				+								
Danube	425													
Dawson/Boyd	812													
Echo	202													
Eden Valley/Watkins	1010													
Edgerton	288													
Ellsworth	315													

Table 6.3 (cont'd)

FUTURE PROGRAM AND MATERIALS SHARING POSSIBILITIES

School District		Vocational Center Programs		ECSU Programs and Services Increase			Use Of		Cooperative Purchase and Use					
Name	1978-79 Enrollment	Increase	Add Academic	Special Education	Cooperative Purchasing	Administrative and Instructional	Buildings	Swimming	Books	Audio-Visual	Equipment	Self-Instruction	Library	Athletic Teams
Fairfax	406													
Franklin	187	+	+											
Fulda	803			+										
Glencoe	1658				+		+	+	+	+	+	+		
Graceville	428													
Granite Falls	1020		+											
Grove City	393													
Hector	567	+	+	+	+									
Hendricks	329						o		+	+	+		+	
Heron Lake/Okabena	550	o												
Hills/Beaver Creek	489		+											
Hutchinson	2495													
Ivanhoe	416													
Jackson	1241	+												
Jasper	405								+	+				+
Kerkhoven/Murd./Sunburg	815													
Lake Benton	387													
Lakefield	566													
Lamberton	471													
Lester Prairie	502													
Litchfield	2123	+												
Luverne	1487			+		+								
Lynd	190								+	+	+			
Madison	752													
Magnolia	149													+
Marietta	168	o												
Marshall	2222	+	+	+	+	+	+		+	+	+			+
Maynard	365										+			
Milan	285													
Milroy	228													+
Minneota	591	+	+	+	+	+								
Montevideo	1833	+	+	+				+						
Morgan	360	+	+											
Morton	299	+	+											
Mountain Lake	638	+		+			+		+	+	+	+	+	
New London/Spicer	1258													
Olivia	795													
Ortonville	975	+												
Pipestone	1579								+	+			+	
Raymond	374													
Redwood Falls	1552													
Renville	472													
Round Lake	213												+	
Russell	250		+										+	
Ruthton	318												+	
Sacred Heart	307													
Sanborn	330	o											+	
Silver Lake	406	o												
Sioux Valley	219	+												
Slayton	1057		+			+	+		+		+			
Stewart	306	+												
Storden/Jeffers	459								+	+	+			
Tracy	1125		+											
Tyler	504													
Verdi	126		+											
Wabasso	784													
Walnut Grove	350													
Westbrook	530		+						+		+		+	
Willmar	4018													
Windom	1598	+												
Winsted	114							+						+
Wood Lake	190													
Worthington	2738					+								
+ = favor	Total favor	21	19	10	4	7	4	4	11	9	10	2	8	6
0 = oppose	Total oppose	4	0	0	0	0	1	0	0	0	0	0	0	0

In closing this section on summarizing the opportunities for coordination and cooperation among school districts in Regions 6 and 8, it seems most likely that school districts generally may do one or both of two things, if they are planning some changes. One would be to share school administrators and business office; and, the second would be to arrange for a wider variety of vocational courses and, add an academic strand to the vocational center curriculum. Then the vocational center would be assisting with the sharing of secondary teachers and the students would be afforded the opportunities of an expanded curriculum.



Part Seven:

Areas of Consideration for Future Legislative Action

7 *Areas of Consideration for Future Legislative Action*

The locally-controlled K-12 organizational plan with a 6-7 member school board is the model used to operate the public schools in southwest and west central Minnesota. In recent years the severe enrollment decline has caused school administrators to closely examine the school operations. It was found that many legislative rulings, which at one time may have been the most effective and efficient way to operate a public school, now seem outdated.

The practice of voluntary cooperation has been implemented in southwest and west central Minnesota since the enrollment decline had its impact in this area. Schools have been sharing and cooperating under the control of the local boards of education. Fewer dollars with which to operate and increased cooperation have changed the impact of the legislative rulings under which many districts currently operate.

The local school district plans listed the restrictions and impediments to current school operations. The general ideas were taken from the plans and then resubmitted to each EPTF representative for his/her vote on each restriction and impediment statement. The percentage stated on the left indicates the amount of support for each statement. Seventy-seven of the 88 schools responded.

Favor	Oppose	No Opinion	No Response		
				1.	FOUNDATION AID FORMULA
97%	---	3%	---	A.	The Foundation Aid Formula for funding of education should be studied with declining enrollment and inflation rate as a basis for change.
59%	31%	10%	---	B.	The "phantom unit" for dealing with declining enrollment should be phased out.
				2.	UNIFORM FINANCIAL ACCOUNTING AND REPORTING SYSTEM (UFARS) REQUIREMENTS
73%	13%	14%	---	A.	Under UFARS and MECC-MIS (Minnesota Educational Computing Consortium - Management Information Services) there should be two (2) complimentary systems that could be used, one by smaller schools and another for larger districts, with an arbitrary enrollment cut-off point.
75%	13%	12%	---	B.	The state should grant financial aid for added bookkeeping services in smaller districts, if needed to implement.
				3.	STUDENT TRANSPORTATION
90%	8%	2%	---	A.	The "base year" should be the average of the past two (2) years. With computers to do the work, this should be possible.

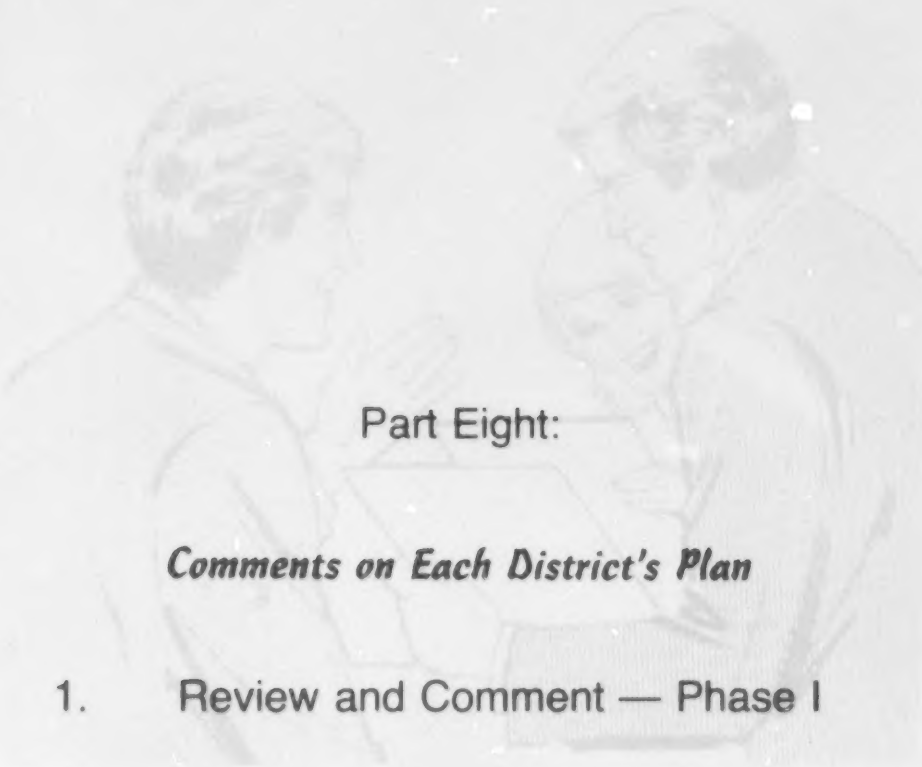
Favor	Oppose	No Opinion	No Response	
80%	16%	4%	---	B. All types of allowable transportation should be included in this formula (i.e., basic transportation, extra-curricular, field trips, transportation of students or teachers to vocational and special education centers).
				4. TRAVEL TIME AND EXPENSE FOR SHARED TEACHERS
90%	4%	6%	---	Some reimbursement should be available for both mileage and travel time loss to local schools (for cooperative classes) to encourage movement of teachers rather than students.
				5. SPECIAL EDUCATION
91%	5%	4%	---	The care and education of specific individuals with extreme handicaps should be totally state funded.
				6. AIDS TO NON-PUBLIC SCHOOLS
86%	5%	9%	---	It is recommended that the legislature refrain from increasing the amount of public money allocated to private and parochial schools.
				7. TEACHER LICENSURE LAWS
92%	4%	4%	---	A. The State Board of Education and not the Board of Teaching should maintain licensure standards for teachers.
60%	25%	14%	1%	B. The establishment of a general secondary license would benefit the small schools by allowing them more flexibility in staff assignments.
91%	---	9%	---	C. It is recommended that the qualification requirement for all support services personnel remain as they are and not become more restrictive.
				8. PUBLIC EMPLOYEES LABOR RELATIONS ACT (PELRA)
68%	10%	22%	---	No changes should be made in existing PELRA laws.

Favor	Oppose	No Opinion	No Response	
				9. TENURE AND SENIORITY LAWS
90%	6%	4%	---	A. Factors other than the seniority process should be taken into consideration when staff reduction must occur.
89%	6%	5%	---	B. Program consideration including extra-curricular assignment, along with staff competence, should take priority in staff reduction decisions.
				10. MANDATORY STUDENT-TEACHER RATIO
88%	12%	---	---	A mandatory student-teacher ratio should not be adopted.
				11. MANDATED PROGRAMS
99%	---	1%	---	A. Mandated programs should be kept at a minimum and should be reviewed every 4 years (sunset legislation).
100%	---	---	---	B. Adequate planning, funding and implementation time should be considered prior to legislation.
				12. EQUAL EDUCATION RIGHTS, TITLE IX
60%	23%	16%	1%	There should be legislation that would require approval from the Minnesota Commissioner of Education and the Minnesota Board of Education before any law, state or federal, could impact on Minnesota school districts. This in effect would be a veto power.
				13. TITLE I LAWS
65%	21%	14%	---	The State of Minnesota should mandate that Title I and Special Education programs be merged for the best interest of the students involved.
				14. ADVISORY COMMITTEES
66%	16%	18%	---	It is recommended that advisory committees serve more than one purpose so that the time spent by school personnel may be reduced.

Favor	Oppose	No Opinion	No Response		
29%	51%	20%	---	15. VOCATIONAL EDUCATION Eventually secondary vocational education cooperatives should be phased into the management systems of the Educational Cooperative Service Units (ECSU's).
79%	17%	4%	---	16. MINIMUM DAYS OF ATTENDANCE Minimum student days of attendance should not be less than 175 with in-service days left to the discretion of local districts.
88%	8%	4%	---	17. MINNESOTA STATE HIGH SCHOOL LEAGUE The current status of the Minnesota State High School League is acceptable and should not be changed.
96%	4%	---	---	18. PAIRING BILL It is recommended that the pairing concept be extended to all school districts. Care should be taken to prevent the creation of "islands" where certain school districts would be prevented from future pairing.

In the discussion following the reporting of these results, it was discovered that Items 12 and 13 were not interpreted the same by all, but if (11.B), adequate planning, funding and implementation time be considered prior to legislation, most differences could be sufficiently worked out.

Comment



Part Eight:

Comments on Each District's Plan

1. Review and Comment — Phase I
2. Review and Comment — Phase II
3. Summary of Review and Comment

8 Comments On Each District's Plan

Minnesota Statute 122.88 (Appendix B) states, "The task force shall review and comment on plans from each district...The task force shall transmit its plan and its comments on each district plan to each local school district in the area and to the State Department of Education by June 1, 1979." It is the purpose of this section to describe the review and comment process used by each of the eighty-eight districts in southwest and west central Minnesota.

To meet this aspect of the law and to provide an orderly and logical procedure to develop our own area-wide plan, the coordinating committee developed the following procedure for "review and comment." Upon receipt of the local district plans, the task force coordinating committee conducted a two-phase review and comment process.

Review and Comment — Phase I

A. Each local plan was reviewed by the coordinating committee to determine whether or not all the information required by

law was included and the plan was checked for mathematical accuracy.

B. After determining the status of the required data and its accuracy, the plan was reviewed by the coordinating committee for internal consistency. Internal consistency was defined as "Does the data and information presented in the plan support the goals for organization and management of the school district for the period 1980-1983?"

C. Each local school district was notified of the findings of the coordinating committee's review and comment process. Each EPTF representative received a letter (Appendix N) and the Coordinating Committee's Review and Comment Checklist - Phase I (Appendix O), which served as the initial feedback to each district on their local educational plans. Many districts made corrections and additions to their plans, based on the Phase I Checklist, prior to the second review phase.

Review and Comment — Phase II

Phase II states that each local representative will present their local plan to the appropriate sub-task force area for review and comment. Due to time constraints, the EPTF coordinating committee chose to reduce the size of the groups reviewing each others plan. The district groupings, with meeting date, time and place, can be found in Appendix P. The groups were set based on current cooperation through cooperatives and future sharing possibilities that may have been suggested in the local report and geographic location. Finally, the number of districts per group was decided to be no less than four and no more than seven.

The eighty-eight districts were divided into 17 groups. As each of the groups met they followed the same basic agenda in the combined group (Appendix Q) and each small group meeting was 3-4 hours in length. Prior to the meeting, each EPTF representative received the Phase I Checklist on each district in their small group. The individual district plans were to be given to the other members of the small group prior to the meeting as well. Below is a sample agenda that was used by each of the small groups.

AGENDA

1. Each district will make a presentation. PLEASE MAKE EVERY EFFORT TO READ THE PLANS FROM ALL MEMBERS IN YOUR GROUP BEFORE THIS SESSION.

2. Designate a chairman and recorder for each presentation.

3. The school presenting should briefly, 10-15 minutes, summarize their plan by including:

    a. Enrollment Projections: current, 1982-83, 1987-88.
    b. Financial Plan through 1982-83.
    c. Respond to each "I" and "M" from "Review and Comment" - Phase I.
    d. Review each alternative suggested with costs and benefits of each.
    e. Add any new alternatives generated since the plan was written.
    f. Present anything that was unique to your plan or situation.

4. Questions by other group members on report.

    a. General questions to clarify presentation.
    b. Discuss all questions below:

        1. Does the school seem to have a financial plan for the continued operation of a comprehensive educational program?

        2. Has each alternative with costs and benefits been studied for possible implementation?

3. List each new alternative generated by this review team.

4. Does the plan appear internally consistent to each member of this review team?

5. Additional comments on the plan, such as: (a) Is there a sound educational plan through 1982-83? (b) Do you recommend another cluster meeting for this district, possibly with a different group of districts?

5. Fill in the Comment Sheet - Phase II (Appendix R)

   a. Prepare in duplicate, one for the district and one for the EPTF office.

   b. Be sure each of the five questions is answered.

6. Repeat process for each district.

Table 8.1 is a compliance checklist on each of the district plans. All eighty-eight districts submitted a plan that was considered internally consistant by the other task force representatives after much discussion, and often times with additional suggestions given during the comment sessions. Every district was represented at each of the small group Phase II review and comment sessions. Almost every district satisfactorily supplied all the support data, developed alternatives and stated program goals according to the process developed by the members of the Southwest and West Central Educational Planning Task Force. Following the process, however, was not mandatory. It was developed for convenience in gathering and sharing data for efficient and effective planning.

TABLE B.1

COMPLIANCE CHECKLIST
COMMENTS ON EACH DISTRICT'S PLAN

School District	1978-79 Enrollment	Plan Submitted	Community Involvement	Goals for Program and Organization	Alternatives Developed	Support Data	Partic. In Review and Comment Sessions	Plan Internally Consistent
Adrian	751	S	S	S	S	S	S	S
Appleton	855	S	S	S	S	S	S	S
Atwater	684	S	S	S	S	S	S	S
Balaton	386	S	S	S	S	S	S	S
Beardsley	189	S	S	S	S	S	S	S
Bellingham	260	S	S	S	S	S	S	S
Belview	244	S	S	S	S	S	S	S
Benson	1,560	S	S	S	S	S	S	S
Bird Island	518	S		S	S	S	S	S
Brewster	280	S	S	S	S	S	S	S
Brownton	394	S	S	S	S	S	S	S
Buffalo Lake	356	S	S	S	S	S	S	S
Canby	946	S	S	S	S	S	S	S
Chandler/Lake Wilson	357	S	S	S	S	S	S	S
Clara City	526	S		S	S	S	S	S
Clarkfield	510	S	S	S	S	S	S	S
Clinton	254	S	S	S	S	S	S	S
Cosmos	358	S	S	S	S	S	S	S
Cottonwood	484	S	S	S	S	S	S	S
Danube	425	S	S	S	S	S	S	S
Dawson/Boyd	812	S	S	S	S	S	S	S
Echo	202	S	S	S	S	S	S	S
Eden Valley/Watkins	1,010	S	S	S	S	S	S	S
Edgerton	288	S	S	S		S	S	S
Ellsworth	315	S	S	S	S	S	S	S
Fairfax	406	S	S	S	S	S	S	S
Franklin	187	S	S		S		S	S
Fulda	803	S	S	S	S	S	S	S
Glencoe	1,658	S	S	S	S	S	S	S
Graceville	328	S	S	S	S	S	S	S
Granite Falls	1,020	S	S	S	S	S	S	S
Grove City	393	S	S	S	S	S	S	S
Hector	567	S	S	S	S	S	S	S
Hendricks	329	S	S	S	S	S	S	S
Heron Lake/Okabena	550	S	S	S		S	S	S
Hills/Beaver Creek	489	S	S	S	S	S	S	S
Hutchinson	2,495	S	S			S	S	S
Ivanhoe	416	S	S	S	S	S	S	S
Jackson	1,241	S	S	S	S	S	S	S
Jasper	405	S	S	S	S	S	S	S
Kerkhoven/Sunburg/Murd.	815	S	S	S		S	S	S
Lake Benton	387	S	S	S	S	S	S	S
Lakefield	566	S	S	S	S	S	S	S
Lamberton	471	S	S	S	S	S	S	S
Lester Prairie	502	S	S	S		S	S	S
Litchfield	2,123	S	S	S	S	S	S	S
Luverne	1,487	S	S	S	S	S	S	S
Lynd	190	S	S	S	S	S	S	S
Madison	752	S	S	S	S	S	S	S
Magnolia	149	S	S	S	S	S	S	S
Marietta	168	S	S	S		S	S	S
Marshall	2,222	S	S	S	S	S	S	S
Maynard	365	S	S	S	S	S	S	S
Milan	265	S	S	S		S	S	S
Milroy	228	S	S	S	S	S	S	S
Minneota	591	S	S	S	S	S	S	S
Montevideo	1,833	S	S	S	S	S	S	S
Morgan	360	S	S	S	S	S	S	S
Morton	299	S	S	S	S	S	S	S
Mountain Lake	638	S	S	S	S	S	S	S
New London/Spicer	1,258	S	S	S		S	S	S
Olivia	795	S	S	S	S	S	S	S
Ortonville	975	S	S	S	S	S	S	S
Pipestone	1,579	S	S	S	S	S	S	S
Raymond	374	S	S	S	S	S	S	S
Redwood Falls	1,552	S	S	S	S	S	S	S
Renville	472	S	S	S	S	S	S	S
Round Lake	213	S	S	S	S	S	S	S
Russell	250	S	S	S	S	S	S	S
Ruthton	318	S	S	S	S	S	S	S

TABLE B.1 (cont.)

COMPLIANCE CHECKLIST
COMMENTS ON EACH DISTRICT'S PLAN

School District	1978-79 Enrollment	Plan Submitted	Community Involvement	Goals for Program and Organization	Alternatives Developed	Support Data	Partic. In Review and Comment Sessions	Plan Internally Consistent
Sacred Heart	307	S	S	S	S	S	S	S
Sanborn	330	S	S	S	S	S	S	S
Silver Lake	406	S	S	S	S	S	S	S
Sioux Valley	219	S	S	S	S	S	S	S
Slayton	1,057	S	S	S	S	S	S	S
Stewart	306	S	S	S	S	S	S	S
Storden/Jeffers	459	S	S	S	S	S	S	S
Tracy	1,125	S	S	S	S	S	S	S
Tyler	504	S	S	S	S	S	S	S
Verdi	126	S	S	S	S	S	S	S
Wabasso	784	S	S	S	S	S	S	S
Walnut Grove	350	S	S	S	S	S	S	S
Westbrook	530	S	S	S	S	S	S	S
Willmar	4,018	S	S	S	S	S	S	S
Windom	1,598	S	S	S	S	S	S	S
Winsted	114	S	S	S	S	S	S	S
Wood Lake	190	S	S	S	S	S	S	S
Worthington	2,736	S	S	S	S	S	S	S

Summary of Review and Comment

The commitment and involvement in educational planning continued through the Phase II review and comment sessions. This was evidenced by 100% attendance at each small group session. This means that every district was represented by at least one person and many times by two, usually the EPTF representative and the superintendent.

What was the outcome of these review sessions? Eighty-eight school districts are committed to maintaining quality education in rural Minnesota in an area of declining student enrollment. If one was looking for earthshaking events to occur, they would have experienced some disappointment. Educational planning in southwest and west central Minnesota does not happen as quickly as a half hour television show or even as quickly as a two or three hour movie. It is more like a television series that had its beginnings with the curriculum planning, evaluation and

reporting law in 1976 (Appendix E). Then in 1977 a new set of characters, the EPTF representatives, were designated by the school districts to become involved in planning; according to Minnesota Statute 122.86 - 122.89 (Appendix B). Some of the lines changed, but the setting was the same.

The public review and comment sessions demonstrated that local district's planning efforts were taken seriously. Generally, it can be said that each local community with its school administrators and personnel:

a. understand the effect of the projected enrollment decline through 1983 and continued effect as they saw projections through 1988,

b. understand the financial impact this student enrollment decline has had and will have on expected revenues for student programs; and,

c. understand that something must be done locally. They want to plan their educational future and make responsible decisions,

d. respectfully request the legislators to finance schools at least at the minimum rate of inflation; and,

e. be provided with legislative encouragement to continue the planning efforts that have already begun by listening to, then favorably responding to, the needs of the local districts as stated in this area-wide plan.

Nearly every task force member commented on the positive value of the local planning process. It appears to have developed a solid commitment to planning and designing the future of education for their community. The review and comment sessions could be better understood, perhaps, by using the following problem solving approach.[5] The process includes five steps:

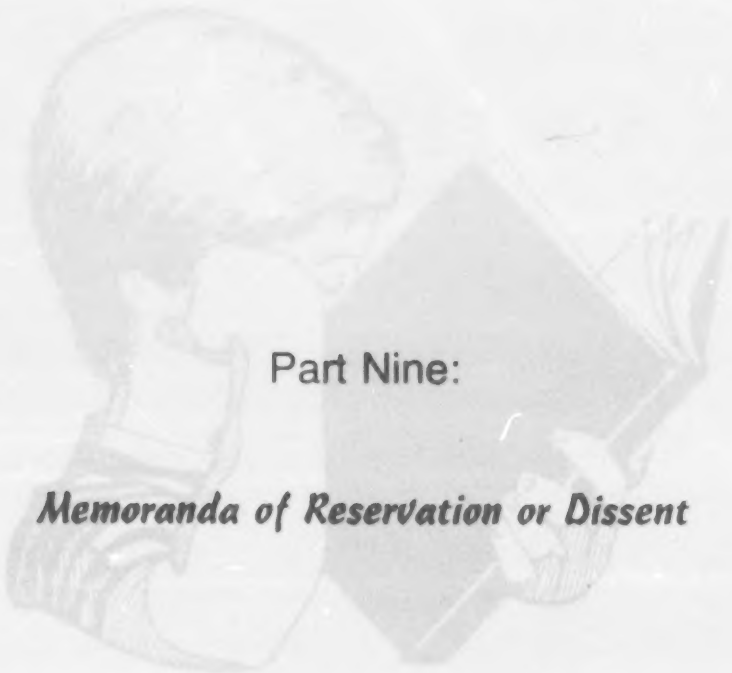
---

[5]Sayers, Susan. "Problem Solving: A Five-Step Model," Keys to Community Involvement Series, Northwest Regional Laboratory, 1977.

- Focusing on the Problem--Define the Situation
- Searching for Alternatives--Examine Various Situations
- Planning for Action--Decide How to Proceed
- Carrying Out the Plan--Do It
- Assessing the Results--Evaluate the Project and Process

Generally the district plans show that they have focused on the problem and that the situation has been defined. The problem is severe enrollment decline coupled with rising costs due to inflation. Educational alternatives are being examined. The legislative purpose of this area-wide plan was to summarize alternative delivery methods for educational programs for 1980-1983. Education in southwest and west central Minnesota has changed and will continue to change. Currently, each school district is in the process of responding to recent changes and assessing the results of these changes. Some alternatives for 1980-1983 have been suggested in this area-wide plan. These alternatives are subject to change, however, because good planning necessitates continuous assessment. These assessments may result in alternatives that have not been considered at the present time.

The local community residents of southwest and west central Minnesota do become involved and do believe by planning together and by cooperating with neighboring districts, that when locally controlled, they can provide the best possible educational program for their children.



Part Nine:

Memoranda of Reservation or Dissent

9 *Memoranda of Reservation or Dissent*

Complete agreement among eighty-eight individuals on the controversial issues of efficient and effective delivery of educational programs and services is neither likely nor desirable. The Coordinating Committee with the endorsement of the entire Southwest and West Central Educational Planning Task Force agreed that it would reach consensus where possible, but where there were notable points of difference or even strong disagreements, the issue would not be avoided but rather provision made for individual dissent.

The memoranda of comment, reservation, and dissent by individual task force representatives adds flavor to the report and gives further insight into some of the disputatious issues dealt with by the SW/WC EPTF.

However, due to the fact the Task Force remains in operation until June 30, 1980 and this report was to be completed by June 1, 1979, it is expected that comments will be reported during that period. Comments will be accepted and brought to the attention of the Coordinating

Committee and the entire Southwest and West Central Educational Planning Task Force. The Task Force office will remain in operation about one day per week through June 30, 1980. All comments should be addressed to:

Educational Planning Task Force Office
SW/WC ECSU
Southwest State University
Marshall, MN 56258

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Appendix A

Minnesota Development Regions

GOVERNOR'S PLANNING REGIONS

MINNESOTA STATUTE 122.86 - 122.89
COMPREHENSIVE EDUCATIONAL PLANNING

Appendix B

* **122.86 EDUCATIONAL PLANNING TASK FORCES.** Subdivision 1. **Creation.** In order to provide for comprehensive and coherent planning for the delivery of educational services pursuant to sections 122.86 to 122.89, each educational cooperative service unit shall establish an educational planning task force. In the event an area has not established an ECSU by September 1, 1977, the commissioner shall establish a task force for that area.

Subd. 2. **School district participation.** The geographic location of the central administrative office of a school district on July 1, 1977 shall determine the participation of the total school district in a particular task force planning area. Each school district in the state shall be a member of the planning task force for its area.

Subd. 3. **Task force membership.** Each task force shall consist of one member from each school district within its geographic boundaries. Each school board shall be responsible for selecting its own representative. This appointment shall be made no later than August 15, 1977, and the ECSU and the commissioner shall be notified of these appointments no later than September 1, 1977. Members of these task forces shall hold their offices from the dates of their selection until June 30, 1980 subject to removal at the pleasure of their appointing school board. Vacancies on the task forces including those caused by removal of a member by the school board shall be filled by the representative school boards in the same manner as the original appointments. When school districts are consolidated the consolidated board shall select one representative to represent the new district on the task force.

Subd. 4. **Organization.** The ECSU director shall call the first meeting of each task force at a time designated by him prior to September 30, 1977. In those areas in which an ECSU has not been formed, the commissioner shall call the initial meeting. At this meeting, each task force shall elect from its membership a chairman and such other officers as it may deem necessary, and conduct any other necessary organizational business.

[*1977 c 447 art 10 s 3; 1978 c 616 s 9*]

122.87 LOCAL SCHOOL DISTRICT PLANNING. Subdivision 1. Each school district shall develop a plan for the efficient and effective delivery of educational programs and services.

Subd. 2. In the development of its plan, each district shall confer with interested faculty and residents within the district, hold such public meetings as may be necessary, and furnish to the public necessary information concerning its plan and recommendations.

Subd. 3. School districts may meet jointly to discuss plans which will cross school district boundaries.

Subd. 4. Each school district plan shall include:

(1) a statement of the goals and priorities of the district relating both to educational programs and services and to organization and management for the delivery of such programs and services; provided, goals and priorities relating to educational programs and services shall be developed as provided in section 123.741;

(2) a description, analysis, and assessment of alternative methods of organization and management which shall include: a summary of opportunities for coordination and cooperation with other districts, a statement of the consideration given to such opportunities and the reason for their rejection, a summary of restrictions and impediments to coordination and cooperation, and an assessment of the relative costs and benefits thereof;

(3) a statement of the data and assumptions upon which the district's goals and priorities and consideration of alternatives are based, with respect to at least the following factors:

(a) Enrollments for the school district including projections for fiscal years 1981, 1983, and 1988;

(b) Educational programs, services and staffing in the school district;

(c) The financial status and ability of the school district to support educational programs, including projections of revenue and expenditure;

(d) The use, capacity, location and condition of school buildings in the district, and needed capital improvements in excess of $200,000 for the period through fiscal year 1983;

* Laws Relating to the Minnesota Public School System, 1978 Edition. State of Minnesota Department of Education.

Appendix B
(cont.)

(e) Transportation costs and routes in the district;

(f) Non-public school enrollments and programs and their impact on the district.

Subd. 5. The plan shall be for the period July 1, 1980, through June 30, 1983.

Subd. 6. The school district plan shall be delivered to the ECSU task force by December 1, 1978, with an informational copy sent to the commissioner.

[*1977 c 447 art 10 s 4*]

122.88 TASK FORCE POWERS AND DUTIES. Subdivision 1. The task force shall meet as necessary to assess progress of the local district planning process and provide interdistrict communications.

Subd. 2. The task force shall recommend that the ECSU employ such professional, clerical and technical assistants as they deem necessary to accomplish the purpose of the task force. Members of the task force shall receive expenses deemed necessary to accomplish their purpose. An ECSU shall be designated as fiscal agent. Where an ECSU does not exist, the task force may designate a local school district to serve as fiscal agent.

Subd. 3. The task force shall review and comment on plans from each district. In addition, the task force shall develop an areawide plan, which shall include: (a) a description of the organization and management of educational services in the area through 1983; (b) a description of alternative methods of organization and management and the cost and benefits of each; (c) a summary of opportunities for coordination and cooperation among school districts in the area; and (d) a summary of restrictions and impediments to such coordination and cooperation. The task force shall transmit its plan and its comments on each district plan to each local school district in the area and to the state department of education by June 1, 1979.

Subd. 4. In the event a plan is not submitted by a school district, the task force shall prepare a plan for that district.

[*1977 c 447 art 10 s 5*]

122.89 STATE DEPARTMENT OF EDUCATION. Subdivision 1. The state department of education shall receive and review the report of each ECSU planning task force. The state department shall no later than September 1, 1979, transmit the ECSU planning task force reports to the legislature.

Subd. 2. In the event a report is not submitted by an ECSU task force, the state department of education shall provide the report for that area.

[*1977 c 447 art 10 s 6*]

AREA EPTF REPRESENTATIVES

Appendix C

ADRIAN #511
Clair Springman
Current School Board Member
(507) 472-8548

APPLETON #784
Dianne M. Johnson
Current School Board Member
(612) 289-2657

ATWATER #341
June Monson
Current School Board Member
(612) 974-8174

BALATON #411
Donald C. Christiansen
Current School Board Member
(507) 734-3012

BEARDSLEY #057
Phyliss Doschadis
Current School Board Member
(612) 265-6130

BELLINGHAM #371
Harvey C. Plathe
Current School Board Member
(612) 568-2278

BELVIEW #631
Harley J. Aamoth
Current School Board Member
(507) 938-4367

BENSON #777
Bruce Govig
Superintendent
(612) 843-2660

BIRD ISLAND #646
Paul D. Sorlien
Current School Board Member
(612) 365-4758

BREWSTER #513
George L. Loudenslager
(507) 842-5489

BROWNTON #421
Herbert Zaske
Current School Board Member
(612) 328-5303

BUFFALO LAKE #647
Marilyn Ryberg
Current School Board Member
(612) 833-2062

CANBY # 891
Bernard Madsen
Past School Board Member
(507) 223-5601

CHANDLER/LAKE WILSON #918
Jake Stoel
Current School Board Member
(507) 879-3446

CLARA CITY #126
O. L. LaRowe
Superintendent
(612) 847-3303

CLARKFIELD #892
Irving Anderson
Past School Board Member
(612) 669-4405

CLINTON #058
Lois Torgerson
Current School Board Member
(612) 325-5280

COSMOS #461
Robert Tharp
Current School Board Member
(612) 877-7362

COTTONWOOD #412
Ralph M. Brynelson
Superintendent
(507) 432-5240

DANUBE #648
Ted Wertisch
Past School Board Member
(612) 826-2160

DAWSON/BOYD #378
Harland E. Thoen
Current School Board Member
(612) 769-2436

ECHO #893
Harlan Lecy
Current School Board Member
(507) 925-4319

EDEN VALLEY/WATKINS #463
Andrew Walters
Current School Board Member
(612) 453-5225

EDGERTON # 581
Dean Gruys
Current School Board Member
(507) 442-7581

ELLSWORTH #514
Joan Taylor
Current School Board Member
(507) 483-2372

FAIRFAX #649
Duane Lee Wrightson
Superintendent
(507) 426-7251

FRANKLIN #650
Marvin Rodvik
Current School Board Member
(507) 557-2715

FULDA #505
Alex Fisher
Community Representative-
Retired Superintendent
(507) 425-2294

GLENCOE #422
Gale Roth
School District Business Manager
(612) 864-3261

GRACEVILLE #060
Denis E. Hanson
Superintendent
(612) 748-7337

GRANITE FALLS #894
Gene Sannerud
Current School Board Member
(612) 564-3018

GROVE CITY #464
Roger D. Peterson
Current School Board Member
(612) 857-2361

HECTOR #651
Lester L. Perry
Superintendent
(612) 848-6135

HENDRICKS #402
Dr. LeRoy Mueller
Current School Board Member
(507) 275-3536

HERON LAKE/OKABENA #330
Donald B. Steen
Current School Board Member
(507) 793-2749

HILLS/BEAVER CREEK #671
Linda Beyenhof
Current School Board Member
(507) 962-3410

HUTCHINSON #423
Ron McGraw
Current School Board Member
(612) 587-3298

IVANHOE #403
Willard Isfeld
Past School Board Member
(507) 694-1654

JACKSON #324
Norbert Bruegman
Current School Board Member
(507) 847-2276

JASPER #582
Dr. Barton Perrizo
Past School Board Member
(507) 348-8881

KERKHOVEN/MURDOCK
SUNBURG #775
Harold (Pete) Hagert
Secondary Principal
(612) 354-4622

LAKE BENTON #404
Melvin Schwartz
Current School Board Member
(507) 368-4534

LAKEFIELD #325
Harry Jenness
Current School Board Member
(507) 662-5804

LAMBERTON #633
Robert Creighton
Current School Board Member
(507) 752-7400

LESTER PRAIRIE #424
Arthur L. O'Neil
Superintendent
(612) 395-2695

LITCHFIELD #465
Richard D. Johnston
Superintendent
(612) 693-6221

LUVURNE #670
Nori Welch
Current School Board Member
(507) 283-8456

LYND #415
Robert Schrunk Jr.
Current School Board Member
(507) 532-3043

MADISON #377
Myron Halvorson
Current School Board Member
(612) 598-3336

MAGNOLIA #669
Veronica Doherty
Current School Board Member
(507) 283-8941

MARIETTA #376
Terry W. Frazee
Superintendent
(612) 668-2557

MARSHALL #413
Art Olson
Current School Board Member
(507) 532-4084

MAYNARD #127
Harold Satterlund
Superintendent
(612) 367-2396

MILAN #128
Beverly J. Struxness
Past School Board Member
(612) 734-4877

MILROY #635
Bernard Kirsh
Current School Board Member
(507) 336-2353

MINNEOTA #414
Clarence T. Buysse
Current School Board Member
(507) 428-3532

MONTEVIDEO #129
Ralph B. Norland
Superintendent
(612) 269-9002

MORGAN #636
Reynold P. Jacobsen
Current School Board Member
(507) 249-3225

MORTON #652
David J. Reitter
Current School Board Member
(612) 697-6245

MOUNTAIN LAKE #173
Stanley Pankratz
Past School Board Member
(507) 427-2118

NEW LONDON/SPICER #345
Marlys Larson
Community Representative-Housewife
(612) 796-5686

OLIVIA #653
Gary R. Herman
Current School Board Member
(612) 523-1381

ORTONVILLE #062
Burton L. Nypen
Superintendent
(612) 839-6242

PIPESTONE #583
Wallace Cattnach
Past School Board Member
(507) 825-3977

RAYMOND #346
Thomas Goeman
Current School Board Member
(612) 967-4517

REDWOOD FALLS #637
Percy M. Brandt
Past School Board Member
(507) 637-2316

RENVILLE #654
Ivan P. Eckstrom
Superintendent
(612) 329-3632

ROUND LAKE #516
Reinard Bosma
Current School Board Member
(507) 945-8377

RUSSELL #418
Eugene Heinis
Current School Board Member
(507) 823-4286

RUTHTON #584
Paul W. Anderson
Current School Board Member
(507) 658-3931

SACRED HEART #655
Alice Rude
Current School Board Member
(612) 765-8875

SANBORN #638
R. Scott Stern
Current School Board Member
(507) 648-3286

SILVER LAKE #425
Alan Wraspir
Current School Board Member
(612) 327-2797

SIOUX VALLEY #328
Carolyn Freking
Current School Board Member
(507) 945-8377

SLAYTON #504
Robert W. Hanson
Superintendent
(507) 836-6395

STEWART # 426
Richard Navara
Current School Board Member
(612) 562-2128

STORDEN/JEFFERS #178
Stewart V. Immer
Current School Board Member
(507) 628-4643

TRACY #417
Curtis Reinert
Current School Board Member
(507) 629-4974

TYLER #409
David Koster
Current School Board Member
(507) 247-5346

VERDI #408
Leo Wagner
Current School Board Member
(507) 368-9408

WABASSO #640
Delores A. Jensen
Current School Board Member
(507) 342-5194

WALNUT GROVE #641
Harry Heggerston
Community Representative
(507) 859-2311

WESTBROOK #175
Kenneth Jans
Current School Board Member
(507) 274-6209

WILLMAR #347
Gerhard Damhof
Community Representative
(612) 995-6474

WINDOM #177
Wilfred J. Metz
Current School Board Member
(507) 831-1762

WINSTED #427
Charles Weber
Current School Board Member
(612) 485-2566

WOOD LAKE #896
Carole Stelter
Community Representative-Ex Teacher
(507) 485-3346

WORTHINGTON #518
James E. Gruye
Current School Board Member
(507) 683-2353

Appendix D

QUALITY EDUCATION DEFINED FOR PURPOSES OF COMPARISON

BY: Dr. James D. Jess
Superintendent,
CAL Community School
Latimer, IA 50452

The first and major task of my research was to determine what constitutes quality education. An unsuccessful request was made to the Iowa Superintendent of Public Instruction to get the State Department's definition of quality education in terms of the data they collect from all local districts for purposes of evaluating and reporting the quality of Iowa's local educational programs. A definition developed by the writer from views expressed by literary authorities was then used to compare the quality of education being offered in different randomly selected rural school districts of varying enrollment size. The districts used in this investigation were those Iowa districts that were randomly selected for use in the 1976 Legislator's Education Action Project study. The sample selection was said to have reflected the fairly diverse fiscal, educational, and demographic characteristics of the State's public elementary and secondary schools. Only those rural districts whose enrollments were felt to be affected by reorganization legislation at the time the investigation began were used to represent the small school sample. The other districts that were used were those districts that were considered to become the prevailing size units if such legislative reorganization proposals were to be enacted into law.

The definition for quality educational was operational by the measures of satisfaction. The nominal definition is as follows:

> A school that offers a quality educational program is one that provides an incentive for students to want to attend and remain in attendance until they graduate.
>
> It is one that produces graduates that are qualified to go on for further schooling or have the required basic skills to become gainfully employed.
>
> It is a school that knows the status of its graduates so that it can evaluate its program in terms of its finished product.
>
> It is a school that promotes and accomodates active student participation in co-curricular activities in order to further develop individual student interests and talents.
>
> It is a school that produces attitudes of satisfaction with the school among its students, parents and teachers on its many different aspects.
>
> It is a school with an educational program that its students are proud of and its parents and community patrons are willing to support.

For the purpose of testing for significant differences in satisfaction,

the eighteen participating school districts were divided into three size categories. Group one contained those districts with K-12 enrollments below 750 students. They ranged in size from 191 to 748. Group two contained the districts with student enrollments between 1,000-1,999. Group three contained the countywide units which are presently in existence in Iowa. Forty-three different factors relating to program input and educational quality output (as was suggested by authorities) were collected on each school district for statistical analysis. Data used in the study were collected from information provided in Department of Public Instruction reports and from direct contact with the school districts. Student, parent, and teacher satisfaction data were obtained from questionnaire instruments (developed by the researcher to reflect elements of satisfaction as viewed by authorities as being important) which were complete by the three participating population samples within each participating district. The total number of possible respondent in each school district size category was nearly equal. The conventionally accepted levels of probability were used for rejecting null hypotheses and indicating the magnitude of the relationships that were under investigation.

The study provided the following results when tests (ANOVA) were run to determine the differences in the levels of satisfaction by school district size.

There was a significant difference in the levels of student satisfaction with their school in the three school district size categories. The paired comparisons showed that the difference in student satisfaction among districts with enrollments below 750, those with enrollments between 1,000-1,999, and the countywide systems was in favor of those schools with enrollments below 750.

There was a significant difference in the levels of teacher satisfaction with their school in the three school district size categories. The paired comparisons showed that the difference in teacher satisfaction between districts with enrollments below 750 and those with enrollments between 1,000-1,999, was in favor of those districts with enrollments below 750. No significant difference was found to exist in teacher satisfaction between districts below 750 and the countywide systems.

When correlation tests (Pearson Product Moment) were used for correlating school district size to each of the other forty-two factors relating to program input and educational quality output, the following results were obtained:

Significant positive correlations were found between school size and:

1. Number of units offered
2. Teacher salaries
*3. Pupil-teacher ratios

Significant negative correlations were found between school size and:

*1. Student retention rate
2. Cost per pupil
*3. Known status of graduates
*4. Student satisfaction with help from their teachers
*5. Student satisfaction with personal interest shown by teachers
*6. Recognition of students for their school accomplishments

*7. Parent satisfactions with the school
*8. Parent satisfaction with opportunities for children in extra-curricular activities.
*9. Parent willingness to vote for increased school taxes.

(* Denotes favorable characteristics of the smaller districts).

School districts having larger enrollments displayed the following characteristics: They offered their students more units, paid their teachers higher salaries, and had lower cost per pupil. School districts having smaller enrollments displayed the following characteristics: They had smaller pupil-teacher ratios; greater student retention rates; knew a greater percentage of their graduates' status; had greater levels of student satisfaction with the help they get from their teachers, the personal interest that their teachers showed them, and the recognition that they received for their school accomplishments; had higher levels of parent satisfaction with the school and with opportunities for children in extra-curricular activities; and had higher levels of parent willingness to vote for increased school taxes.

An argument used by advocates of reorganization is that large districts offer increased quality educational opportunities because they offer their students more courses. The findings did not indicate a significant correlation between greater number of unity offered and graduate productivity in terms of greater percentages of graduates going on for post secondary training or being gainfully employed. Schools offering more units characteristically had higher percentages of drop-outs; lower levels of student satisfaction with the help they received from their teachers and the personal interest their teachers show in opportunities in extra-curricular activities and parent willingness to vote increased taxes to support their schools.

Schools that offered more courses had larger pupil-teacher ratios. Research has not proven that this characteristic enhances the quality of individualized instructional opportunities for students.

Higher average teacher salaries (another characteristic of schools offering more courses) did not correlate positively with greater graduate productivity or increased student and parent satisfaction.

The argument that reorganization will provide increased quality educational opportunities for students through increased course offerings appears invalid.

Teachers in schools offering fewer courses characteristically provided their students with greater assistance and personal attention which in turn caused students to be more satisfied with their schools. The writer feels that a more positive learning environment exists in schools where teachers are more willing to assist their students and show them greater personal interest. Greater teacher interest and assistance appears in this study to cause students to be more satisfied with their schools than does increased course offerings.

CONCLUSION

The output of an educational program was found to be the best determinant of its quality. Larger district size and greater number of units offered were found to correlate negatively to variables of quality educational output. Smaller

district size, fewer units offered, higher cost per pupil, and lower pupil-teacher ratios were found to correlate positively with lower student drop out rates, greater known status of graduates, higher levels of student satisfaction, higher levels of parent satisfaction and greater parent willingness to vote for increased taxes to support their schools. Statewide studies revealed that rural districts in smaller size cohorts have lower drop-out rates, higher graduate productivity in terms of employment and graduates going on to post-secondary schools. Little difference was found to exist in standardized student achievement scores--smaller schools scored higher in the upper percentiles and larger schools scored higher in the lower percentiles. The study showed that students in smaller schools had greater involvement in extra-curricular activities.

MINNESOTA STATUTE 123.74
CURRICULUM PLANNING, EVALUATION AND REPORTING

Appendix E

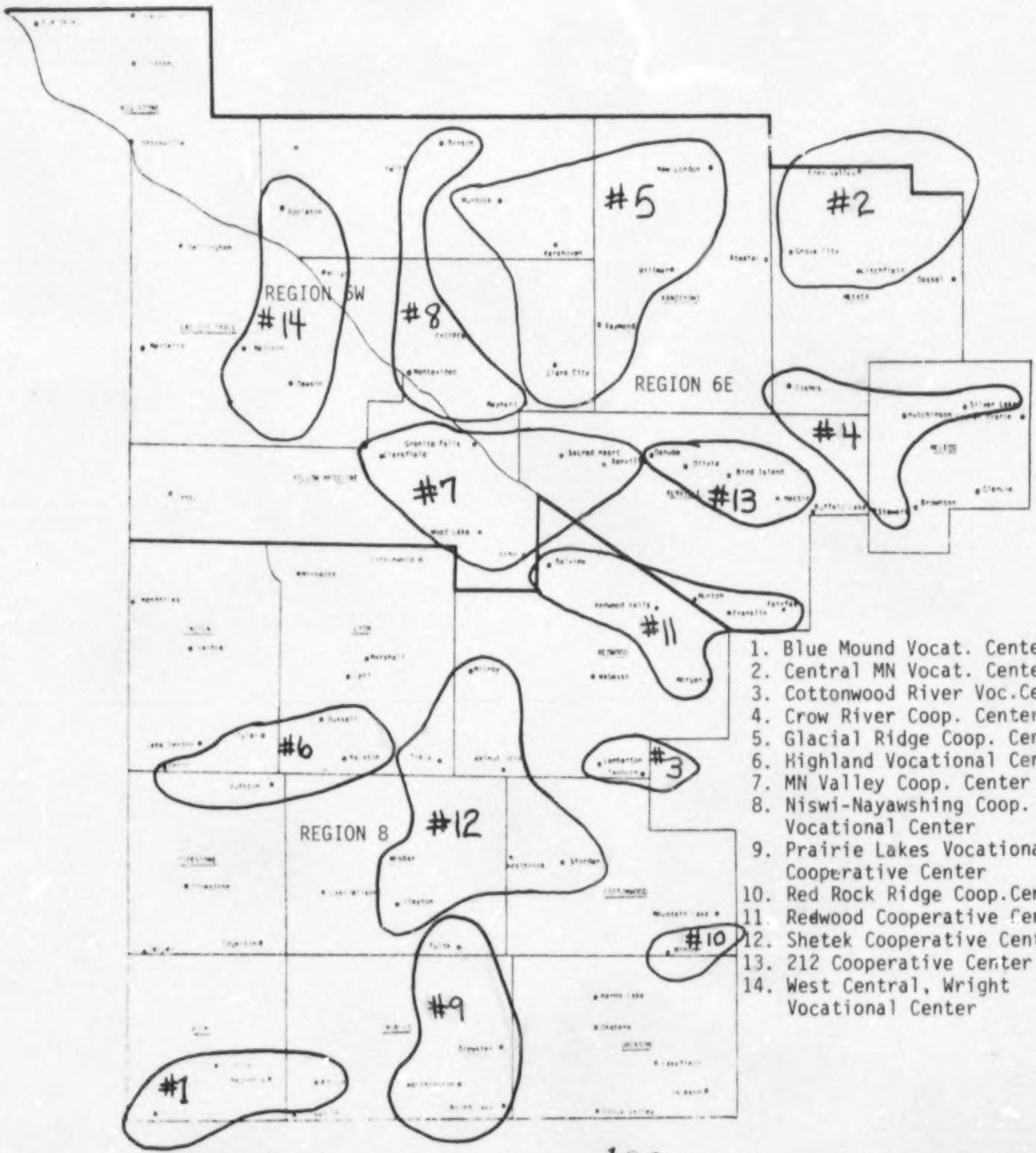
* 123.74 **POLICY.** The legislature finds that a process for curriculum evaluation and planning is needed for continued improvement of the educational program for all public school children in the state, and to allow for better evaluation of educational programs by local communities. The legislature further finds that such a process is needed to facilitate decisions by school boards and communities as to which services can best be provided by the public schools and which services can or should be provided by other institutions such as the family, the private sector or other public agencies.

[*1976 c 271 s 1*]

* Laws Relating to the Minnesota Public School System, 1978 Edition. State of Minnesota Department of Education.

MAP OF AREA VOCATIONAL COOPERATIVE CENTERS

Appendix F



1. Blue Mound Vocat. Center
2. Central MN Vocat. Center
3. Cottonwood River Voc.Cent.
4. Crow River Coop. Center
5. Glacial Ridge Coop. Cent.
6. Highland Vocational Cent.
7. MN Valley Coop. Center
8. Niswi-Nayawshing Coop. Vocational Center
9. Prairie Lakes Vocational Cooperative Center
10. Red Rock Ridge Coop.Cent.
11. Redwood Cooperative Cent.
12. Shetek Cooperative Cent.
13. 212 Cooperative Center
14. West Central, Wright Vocational Center

VOCATIONAL COOPERATIVE CENTERS

SAMPLE PROGRAMS/SERVICES OFFERED

Appendix G

1. Vocational

1.1 Agriculture - Satellite sites in all member school districts

Programs: Crops, Livestock, Conservation, Farm Management, Horticulture, Resource Management, Farm Metals, Farm Electrification, Ag Mechanics, Small Engines, Farm Machinery, Ag Construction, Agri-Business, On-The-Job Training

1.2 Business Education

Programs: Business Machines, Model Office, Shorthand

1.3 Consumer Homemaking

Programs: Consumer Foods, Consumer Clothing, Consumer Housing, Consumer Education, Family Life, Child Development, Home and Individual/Family Resource Management Occupations

1.4 Data Processing Careers - AVTI Facilities

Programs: Introduction to Data Processing, Languages, COBOL & FORTRAN

1.5 Distributive Education

Programs: Model Store Simulation, Distributive Education On-the-Job Training

1.6 Food Service Occupations

1.7 Health Occupations

1.8 Land Transportations Occupations

Programs: Auto Mechanics, Recreational Vehicle Repair

1.9 Manufacturing Occupations - Fluid Power Mechanics, Machine Shop and related

1.9a Building Trades Occupations - Construction of a three-bedroom rambler for sale at auction

2. Ancillary Services

2.1 Title IV-C (PER) MS - CH 271, Administration and coordination of State grant for compliance

2.2 Title IX EEO Compliance, Joint Funding of Compliance Officer (Included Section 504 - Handicapped)

2.3 Title IX Exemplary Program. State Grant, Program to reduce sex bias and stereotyping

2.4 Strengthening Home Economics Grant Programs, four State grants to date

2.5 Joint CETA Program Facilitator
In-school - YETP
Out-of-school Alternative School (evening classes for drop-outs)

2.6 Sign off and State Department Coordination of Vocational Education Programs for all schools

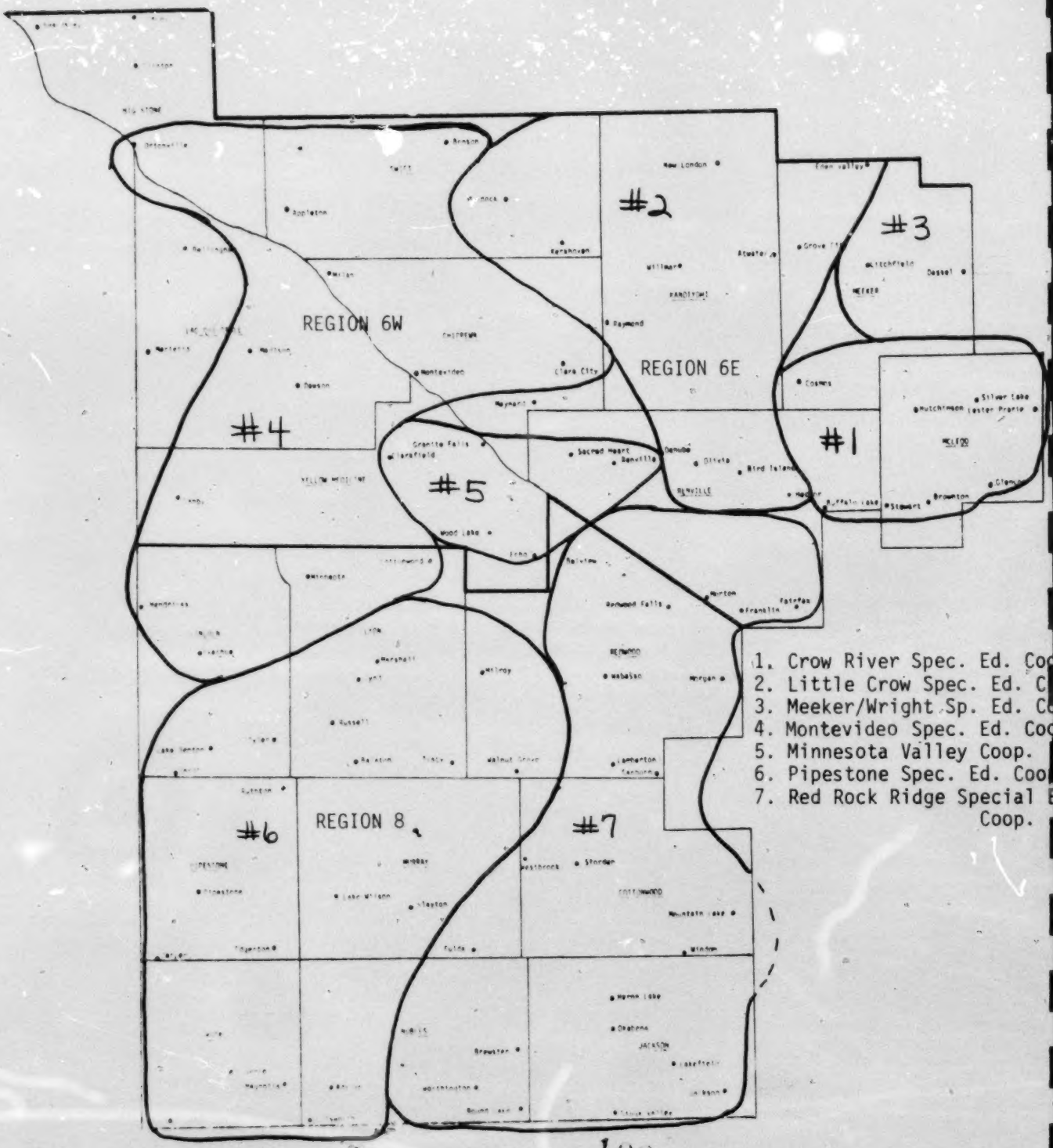
2.7 Adult Education Coordination with Granite Falls AVTI

FUNDING GUIDE FOR VOCATIONAL EDUCATION

- State Categorical Aids (50% of applicable salary, travel and equipment)
- Tuition charge/per student to each participating district
- Excess cost (after # 1 & 2) apportioned to each district based upon percentage of total 7-12 enrollment

MAP OF AREA SPECIAL EDUCATION COOPERATIVES

Appendix H



MINNESOTA STATUTE 123.58
EDUCATIONAL COOPERATIVE SERVICE UNITS

Appendix I

* **123.58 EDUCATIONAL COOPERATIVE SERVICE UNITS.** Subdivision 1. **Declaration of policy.** It is declared to be a policy of the state to make general and uniform educational opportunities available to all school children in the state. In striving toward this equalizing of educational opportunity, the policy of the state shall be to encourage cooperation in making available to all students those educational programs and services which may most efficiently and economically be provided by a consortium effort of several school districts.

Subd. 2. **Establishment of educational cooperative service units.** (a) In furtherance of this policy, ten educational cooperative service units are designated. Each unit, should it become operational, shall be termed an educational cooperative service unit, hereafter designated as an ECSU. Geographical boundaries for each ECSU shall coincide with those identified in governor's executive orders 8, dated September 1, 1971, and 59, dated May 29, 1973, issued pursuant to the regional development act of 1969, Minnesota Statutes, Sections 462.381 to 462.397, with the following exceptions:

(i) Development regions one and two shall be combined to form a single ECSU;

(ii) Development regions six east and six west shall be combined to form a single ECSU;

(iii) Development regions seven east and seven west shall be combined to form a single ECSU.

The ECSU shall cooperate with the regional development commission for the region with which its boundaries coincide but shall not be responsible to nor governed by that regional development commission.

(b) The geographic location of the central administrative office of a school district shall determine the membership of the total school district in a particular ECSU. Existing school district boundaries shall not be altered as a result of this section.

(c) Two or more identified ECSU units may, upon approval by a majority of school boards of participating school districts in each affected ECSU, be combined and administered as a single ECSU unit but state assistance shall be allocated on the basis of two or more ECSU units.

(d) The initial organization of each ECSU may occur only upon petition to the state board of education by a majority of all school districts in an ECSU. The state board of education shall, upon receipt of this petition, invite representation from all public school districts in an ECSU at a regional meeting. The state board of education shall then assist in the necessary organizational activities for establishment of an ECSU pursuant to the requirements of this section.

Subd. 3. **Purpose of ECSU.** The primary purposes of designation as an ECSU shall be to perform educational planning on a regional basis and to assist in meeting specific educational needs of children in participating school districts which could be better provided by an ECSU than by the districts themselves. The ECSU shall provide those educational programs and services which are determined, pursuant to subdivision 8, to be priority needs of the particular region and shall assist in meeting special needs which arise from fundamental constraints upon individual school districts.

Subd. 4. **Membership and participation.** Full membership in an ECSU shall be limited to public school districts of the state but non-voting associate memberships shall be available to non-public school administrative units within the ECSU. Participation in programs and services provided by the ECSU shall be discretionary and no school district shall be compelled to participate in these services under authority of this section, except that all school districts whose central administrative offices are within that ECSU whose boundaries coincide with those of development region 11 shall participate in the planning and planning research functions of that ECSU. No planning or planning research decision of that ECSU shall be binding on these region 11 districts. Non-public school students and personnel may participate in programs and services to the extent allowed by law.

Subd. 5. **Governing board.** (a) The care, management, and control of an ECSU shall be vested in a board of directors composed of not less than six nor more than 15 members. Members of the ECSU board of directors shall be current members of school boards of participating public school districts. Election to the ECSU board of directors shall be by vote of all current school board members of participating public school districts with each school board member having one vote.

* Laws Relating to the Minnesota Public School System, 1978 Edition. State of Minnesota Department of Education.

123.85 (cont.) Apnendix I

(b) At the initial election, not less than six nor more than 15 members shall be elected at large from the ECSU, one-third of the members for a one year term from July 1 next following the election, one-third of the members for a two year term, and one-third of the members for a three year term, to serve until a successor is elected and qualifies, provided that if the number of members is not evenly divisible by three, the membership will be as evenly distributed as possible among one, two, and three year terms with the remaining members serving the three year term. Elections shall occur after the third Tuesday in May but not later than June 15, or within 90 days following the filing of the initial petition with the state board of education. Thereafter, members shall be elected to serve a term of three years beginning on July 1 next following the election.

(c) Notwithstanding any contrary provisions in (a) and (b), the school boards of districts within that ECSU whose boundaries coincide with those of development region 11 may form a representative assembly composed of one current school board member from each district. The care, management, and control of that ECSU shall be vested in the representative assembly if one is formed. The representative assembly shall elect an executive committee of not less than six nor more than 15 members to terms as provided in clause (b) to have those powers and to carry out those duties delegated to it by the representative assembly. In the election of its executive committee, the representative assembly shall establish such electoral districts as necessary to ensure proportional representation based on school enrollments within the ECSU. The provisions of clauses (d), (e), (f) and (g) of this subdivision shall apply to the executive committee of this ECSU.

(d) A vacancy on the board which results in an unexpired term shall be filled by appointment by the board of directors until such vacancy can be filled at the next annual election.

(e) The first meeting of the ECSU board shall be at a time mutually agreed upon by board members. At this meeting, the ECSU board shall choose its officers and conduct any other necessary organizational business. The ECSU board may, in its discretion, appoint up to three superintendents of school districts within the ECSU as ex officio, non-voting members of the board.

(f) The officers of the ECSU board shall be a chairman, vice chairman, clerk and treasurer, no two of whom when possible shall be from the same school district.

(g) A member of the ECSU board shall have the same liability applicable to a member of an independent school board.

Subd. 6. **Duties and powers of ECSU board of directors.** The board of directors shall have authority to maintain and operate an ECSU. Subject to the availability of necessary resources, the powers and duties of this board shall include the following:

(a) The board of directors shall submit within 90 days after the filing of the initial petition with the state board of education and by June 1 of each year thereafter to the state board of education and to each participating school district an annual plan which describes the objectives and procedures to be implemented in assisting in resolution of the educational needs of the ECSU.

(b) The ECSU board of directors may provide adequate office, service center, and administrative facilities by lease, purchase, gift, or otherwise, subject to the review of the state board of education as to the adequacy of the facilities proposed.

(c) The ECSU board of directors may employ a central administrative staff and other personnel as necessary to provide and support the agreed upon programs and services. The board may discharge staff and personnel pursuant to provisions of law applicable to independent school districts. ECSU staff and personnel may participate in retirement programs and any other programs available to public school staff and personnel.

(d) The ECSU board of directors may appoint special advisory committees composed of superintendents, central office personnel, building principals, teachers, parents and lay persons.

(e) The ECSU board of directors may employ service area personnel pursuant to licensure standards developed by the state board of education and the board of teaching.

(f) The ECSU board of directors may enter into contracts with school boards of local districts including school districts outside the ECSU area.

(g) The ECSU board of directors may enter into contracts with other public and private agencies and institutions which may include, but are not limited to, contracts with Minnesota institutions of higher education to provide administrative staff and other personnel as necessary to furnish and support the agreed upon programs and services.

(h) The ECSU board of directors shall exercise all powers and carry out all duties delegated to it by participating local school districts under provisions of the ECSU bylaws. The ECSU board of directors shall be governed, when not otherwise provided, by the provisions of law applicable to independent school districts of the state.

(i) The ECSU board of directors shall submit an annual evaluation report of the effectiveness of programs and services to the school districts within the ECSU and the state board of education by September 1 of each year following the school year in which the program and services were provided.

(j) The ECSU board is encouraged to establish cooperative, working relationships with post-secondary educational institutions in the state.

Subd. 7. **Appointment of an advisory council.** There shall be an advisory council selected to give advice and counsel to the ECSU board of directors. This council shall be composed of superintendents, central office personnel, principals, teachers, parents, and lay persons. A plan detailing procedures for selection of membership in this council shall be submitted by the ECSU board of directors to the state board of education.

Subd. 8. **Educational programs and services.** Pursuant to subdivision 6, and rules and regulations of the state board of education, the board of directors of each operational ECSU shall submit annually a plan to the school districts within the ECSU and the state board of education. The plan shall identify the programs and services which are suggested for implementation by the ECSU during the following school year and shall contain components of long range planning determined by the ECSU in cooperation with the state board of education and other appropriate agencies. The state board of education may review and recommend modification of the proposed plan and conduct ongoing program reviews. These programs and services may include, but are not limited to, the following areas:

(a) Administrative services and purchasing

(b) Curriculum development

(c) Data processing

(d) Educational television

(e) Evaluation and research

(f) In-service training

(g) Media centers

(h) Publication and dissemination of materials

(i) Pupil personnel services

(j) Regional planning, joint use of facilities, and flexible and year-round school scheduling

(k) Secondary, post-secondary, community, adult, and adult vocational education

(l) Individualized instruction and services, including services for students with special talents and special needs

(m) Teacher personnel services

(n) Vocational rehabilitation

(o) Health, diagnostic, and child development services and centers

(p) Leadership or direction in early childhood and family education

(q) Community services

(r) Shared time programs.

123.85 (cont.) Appendix I

Subd. 9. **Financial support for the educational cooperative service units.** (a) Financial support for ECSU programs and services shall be provided by participating local school districts and non-public school administrative units with private, state and federal financial support supplementing as available. The ECSU board of directors may, in each year, for the purpose of paying any administrative, planning, operating, or capital expenses incurred or to be incurred, assess and certify to each participating school district and non-public school administrative unit its proportionate share of any and all expenses. This share shall be based upon the extent of participation by each district or non-public school administrative unit and shall be in the form of a service fee. Each participating district and non-public school administrative unit shall remit its assessment to the ECSU board as provided in the ECSU bylaws. The assessments shall be paid within the maximum levy limitations of each participating district. No participating school district or non-public school administrative unit shall have any additional liability for the debts or obligations of the ECSU except that assessment which has been certified as its proportionate share or any other liability the school district or non-public school administrative unit agrees to assume.

(b) Any property acquired by the ECSU board is public property to be used for essential public and governmental purposes which shall be exempt from all taxes and special assessments levied by a city, county, state or political subdivision thereof.

(c) A school district or non-public school administrative unit may elect to withdraw from participation in the ECSU by a majority vote of its full board membership and upon compliance with the applicable withdrawal provisions of the ECSU organizational agreement. Upon receipt of the withdrawal resolution reciting the necessary facts, the ECSU board shall file a certified copy with the state board of education. The withdrawal shall be effective on the June 30 following receipt by the board of directors of written notification of the withdrawal at least six months prior to June 30. Notwithstanding the withdrawal, the proportionate share of any expenses already certified to the withdrawing school district or non-public school administrative unit for the ECSU shall be paid to the ECSU board.

(d) The ECSU is a public corporation and agency and its board of directors may make application for, accept and expend private, state and federal funds that are available for programs of educational benefit approved by the state board of education in accordance with regulations adopted by the state board of education pursuant to chapter 15. The state board of education shall not distribute special state aid or federal aid directly to an ECSU in lieu of distribution to a school district within the ECSU which would otherwise qualify for and be entitled to this aid without the consent of the school board of that district.

Subd. 10. **Joint powers act.** Nothing in this section shall restrict the authority granted to school district boards of education by section 471.59.

[*1975 c 271 s 6, 1976 c 8 s 1; 1976 c 222 s 27; 1978 c 706 s 21-24*]

SW & WC EDUCATIONAL COOPERATIVE SERVICE UNIT
PROGRAMS AND SERVICES

Appendix J

ADMINISTRATIVE SERVICES

COMPUTER SERVICES

ECSU serves as a linking agent between schools, the Minnesota Educational Computing Consortium (MECC), and the State Department of Education.

The ECSU Board serves as the governing board for MECC Region IV, which provides Management Information Services (MIS) to schools in the regional center. Such services include a finance component, a personnel/payroll component, and a student support component.

The MECC representative for instructional computing coordinates workshops and meetings for area schools in the time-sharing network.

REGIONAL ACCOUNTING COORDINATOR

Member districts receive both technical assistance and training from a qualified accountant who helps area schools make the transition to the new P A R S accounting system.

EDUCATIONAL PLANNING TASK FORCE

ECSU is the fiscal agent for Regions 6 and 8 Educational Planning Task Force (EPTF). The EPTF's were mandated by the 1977 Legislature in all state regions to bring together school district and lay community members to execute the long-range planning needed for public education today.

STATEWIDE FACILITATOR

ECSU hosts the State Facilitator Project for school districts in Minnesota Planning Regions 4, 6, 8, and 9, funded by the Title IV ESEA and the General Education Provisions Act. Project staff assist schools to identify priority needs, provided information about exemplary projects throughout the state and nation (National Diffusion Network and State Validated), and help match needs with appropriate projects. The facilitator helps interested adopters secure resources for site visits, training, and technical assistance to introduce a program in a local school.

SW & WC INFORMATION NETWORK FOR EDUCATORS

ECSU serves as the linking agency between local schools and various resources: state and federal agencies, universities, research and development centers, private agencies, etc. This project makes ECSU part of the Minnesota Information Network for Educators (MINE), through which educational information requests from educators are processed.

SHARING STAFF IN LOW-FREQUENCY ELECTIVE/ARTS

The Minnesota Council on Quality Education (CQE) has funded the Sharing Staff Project in fiscal 1978 and 1979. The project is a response to a survey of area schools which indicated a need for help in combating declining enrollments and reduction in program offerings. Currently, the program serves a cluster of nine districts as a pilot project.

EDUCATIONAL PLANNING SERVICES

Funded through Title IV, ESEA, this service is researching planning techniques for member schools, and developing ways of bringing planning capabilities to their administrators, teachers, school board, and community members. Technical assistance is provided to assist schools in implementing curriculum Planning Evaluation and Reporting (PER) legislation as well.

STATE, FEDERAL, AND PRIVATE PROPOSAL DEVELOPMENT

ECSU staff members serve as resources and prepare various project proposals requesting funds from state, federal and private agencies, to meet priority needs established by the various ECSU advisory councils, and individual school districts.

IN-SERVICE PROGRAMS FOR STAFF DEVELOPMENT

ECSU assists individual schools or groups of schools in developing common in-service programs to meet identified needs.

Special training programs for Title I administrators and instructors, and programs in special education, teacher/advisor systems, social studies, fine arts, science and mathematics, language arts, human relations, individualized instruction, and other special areas allow schools to share personnel and resources.

INSTRUCTIONAL SERVICES

INDIVIDUALLY GUIDED EDUCATION (IGE)

Currently 10 elementary schools representing 9 school districts are participating in this program to improve schools for their children. The schools are organized into a league of cooperating schools to share consultants, materials, and ideas more effectively. Inservice training for teachers and administrators is provided to develop skills in team teaching, nongraded, multi-age grouping, differentiated staffing and shared decision making, in an attempt to blend these stategies into a single comprehensive system.

RIGHT TO READ

A regional Right to Read Director, staffed by the State Department of Education, has been assigned to the ECSU area for 1978-79. The director will work closely with the Resource Center in the exchange of materials and ideas by schools involved in Right to Read programs. Workshop activities and program planning for Right to Read programs will be coordinated with other ECSU program components.

ADULT EDUCATION - RIGHT TO READ

The purpose of the program is to provide training for any adult who has a reading problem. Volunteer tutors use Laubach materials in the teaching of reading, writing and spelling skills to non-reading adults. Assistance is given in the training of tutors and workshops are provided to strengthen tutor techniques. The office also distributes regional publicity, including a common telephone number which non-reading adults can use to seek help. Contacts are made with service groups, family service agencies, and other organizations to encourage the referral of individuals who would benefit from the program.

PRE-SCHOOL RIGHT TO READ PROJECT

Right to Read schools are eligible for this project, funded by the U. S. Office of Education. The major goal for this project is to reduce the number of children having problems while learning to read. Early childhood specialists will work with local district Right to Read coordinators in 16 districts. The specialists will work with pre-school 4-year olds and their parents to enhance the children's ability to succeed in school.

SW & WC EDUCATIONAL COOPERATIVE SERVICE UNIT
PROGRAMS AND SERVICES (CONT.)

Appendix J

MEDIA SERVICES

COOPERATIVE PURCHASING

Member school districts can participate in the volume purchasing program designed to save money and to secure materials in short supply, i.e., paper products, electronic and media equipment, lamps and lightbulbs, janitorial supplies, office supplies, and food products. After bids are received on selected items, orders are processed from individual schools, and goods are delivered upon arrival.

ELECTRONIC EQUIPMENT REPAIR

ECSU schools are offered low cost repair and maintenance services for electronic equipment. Two skilled technicians are employed full time at the Montevideo Media Center. Vans from the Center pick up and deliver equipment needing repair or preventive maintenance either at the school or at another selected site. Teletype repair is available by contract to schools.

MEDIA DISTRIBUTION

An extensive collection of audio-visual materials is available to schools participating in the Media Center, located at Montevideo. The collection includes films, slides, filmstrips, records, study prints, microfilm, transparencies, driver education multimedia materials, a 16-station driver education simulator and other print and non-print materials.

The media distribution programs features pick-up and delivery service twice a week. A catalog of offerings, updated periodically, is available.

PRINTING

Printing services, using an offset press, and platemaker in the Media Center, Montevideo, can be provided for member schools.

READING RESOURCE CENTER

The Print Department will print for sale a variety of reading materials designed by teachers. The materials are coded to many basal reading series for maximum utilization. These games and activities may be adapted to other curriculum areas such as social studies. Catalog available upon request.

SPECIAL EDUCATION

EDUCATIONAL SERVICE CENTERS

The Educational Service Centers at Montevideo, Windom, Pipestone and Willmar provide comprehensive programs for handicapped children. The four special education directors coordinate the Centers activities and assist member schools directly in planning special education programs.

A child study staff of over 50 certified professionals provides direct and consultative services to schools. They include psychologists, social workers, speech clinicians and coordinators, learning disability and behavior problems consultants, mental retardation coordinators, pre-school consultants, and facilitators of alternative programs for Minnesota school drop-outs.

SEIMC

The Special Education Instructional Materials Center (SEIMC), located in the Montevideo Media Center, provides support services for special education programs in the ECSU area. School personnel and service center staff have access to $100,000 of equipment and materials - teaching machines, multi-media kits, games and books - designed to facilitate prescriptive learning programs for handicapped children. Special education staff members are available to demonstrate materials and to help teachers to integrate them effectively into programs for special education students. Materials are delivered by Media Center vans.

S E R C

ECSU serves as host district for the Special Education Regional Coordinator (SERC). Acting as a liaison between local schools, the regional agency, and the State Department of Education, the SERC assists schools in processing special education applications; planning, initiating, and prioritizing regional special education programs; coordinating service with other agencies, and planning in-service programs for special education staff in the region. The SERC also supervises region-wide federally funded special education projects. The goal of this service is to provide equal education opportunities for handicapped students and ultimately to reduce the number of children who need special education services.

SERVICES FOR NON-ATTENDING HANDICAPPED CHILDREN

New federal legislation under P. L. 94-142 has resulted in additional funds to identify and provide appropriate learning alternatives to non-attending handicapped of school age. These services are specifically aimed at 4-year-old handicapped children, who currently are defined as school age, and at handicapped students who have dropped out or might drop out of school before age 21.

CONSULTANTS FOR THE EMOTIONALLY DISTURBED HEARING IMPAIRED, VISUALLY IMPAIRED, AND PRE-SCHOOL HANDICAPPED

ECSU schools have the opportunity to receive consultative services, through P.L. 94-142 funds, from consultants trained in dealing with early childhood, youth, and adolescent emotional disturbances, hearing impairment, and visual impairment. The intent of the programs are to develop an awareness on the part of school administrators, teachers, and parents of the existence of such problems and develop remediation programs.
The consultants provide in-service training to teachers counseling to parents, and coordination of program needs with other professionals in the appropriate fields. These services will be available to citizens 1-21 years old.

MAINSTREAMING WORKSHOPS

Workshops on mainstreaming for regular classroom teachers are continuing for a second year from the State Division of Special and Compensatory Education. The workshops train elementary and secondary teachers to work more effectively with handicapped children. They provide these teachers with skills in in-service training to enable them to bring back what they have learned to other teachers in their systems. Finally, the workshops provide means for regular teachers to work more effectively with special education teachers.

MINNESOTA STATUTE 122.85
EXPERIMENTAL PAIRING

Appendix K

* **122.85 EXPERIMENTAL PAIRING.** Subdivision 1. Notwithstanding the provisions of sections 122.41 and 122.43, the board of any school district paired with another in this section upon approval by the school boards of both of the paired districts may enter into an agreement providing for the discontinuance by one district of any of grades kindergarten through 12 or portions of those grades and the instruction in the other district of the pupils in the discontinued grades or portions of grades. This provision shall apply on an experimental basis to the following pairs of school districts: Independent School Districts No. 217 and No. 220, No. 243 and No. 245, No. 328 and No. 516, No. 440 and No. 447, No. 649 and No. 650, No. 654 and No. 655, No. 782 and No. 783, and No. 893 and No. 896. These experimental pairing agreements shall not extend beyond June 30, 1980.

Subd. 2. Districts entering into experimental agreements permitted in subdivision 1 shall count their resident pupils who are educated in the other district as resident pupils in the calculation of pupil units for all purposes, including foundation aid and levy limitations. Notwithstanding the provisions of section 124.18, subdivision 2, the agreements permitted in subdivision 1 shall provide for such tuition payments as the participating districts determine are necessary and equitable to compensate each district for the instruction of any nonresident pupils.

* Laws Relating to the Minnesota Public School System, 1978 Edition. State of Minnesota Department of Education.

MINNESOTA STATUTE 122.41
SCHOOL DISTRICT ORGANIZATION

Appendix L

★ **122.41 POLICY.** It is hereby declared to be the policy of the state to encourage the organization of school districts into such local units of administration as will afford better educational opportunities for all pupils, make possible a more economical and efficient operation of the schools and insure a more equitable distribution of public school revenue. To this end all area of the state shall be included in an independent or special school district maintaining classified elementary and secondary schools, grades one through twelve.

[*1967 c 833 s 1; 1975 c 162 s 16*]

★ Laws Relating to the Minnesota Public School System, 1978 Edition. State of Minnesota Department of Education.

MINNESOTA STATUTE 122.23

CONSOLIDATION

Appendix M

* **122.23 CONSOLIDATION.** Subdivision 1. Common or independent districts or parts thereof, or any combination of the foregoing may consolidate into a single independent district by proceedings taken in accordance with this section. The proposed new district must contain at least 18 sections of land. A proposed new district must be composed of contiguous areas unless an entire district is to be part of a district which maintains a secondary school and there is no district intervening which maintains a secondary school.

Subd. 2. Upon a resolution of a school board in the area proposed for consolidation or upon receipt of a petition therefor executed by 25 percent of the voters resident in the area proposed for consolidation or by 50 such voters, whichever is lesser, the county auditor of the county which contains the greatest land area of the proposed new district shall forthwith cause a plat to be prepared. The resolution or petition shall show the approximate area proposed for consolidation. The resolution or petition may propose either that the bonded debt of the component districts will be paid according to the levies previously made for that debt under chapter 475, as provided in subdivision 16a, or that the taxable property in the newly created district will be taxable for the payment of the bonded debt previously incurred by any component district as provided in subdivision 16b. The resolution or petition may also propose that the board of the newly created district consist of seven members, and may also propose the establishment of separate election districts from which school board members will be elected, the boundaries of these election districts, and the initial term of the member elected from each of these election districts. If more than one request for a plat is received by a county auditor and the requests involve parts of identical districts, he shall forthwith prepare a plat which in his opinion best serves the educational interests of the inhabitants of the districts or areas affected. The plat shall show:

(a) Boundaries of the proposed district, as determined by the county auditor, and present district boundaries,

(b) The location of school buildings in the area proposed as a new district and the location of school buildings in adjoining districts,

(c) The boundaries of any proposed separate election districts, in accordance with the provisions of section 123.32, and

(d) Other pertinent information as determined by the county auditor.

Subd. 2a. The county auditor of the county containing the greatest land area of the area proposed to be consolidated shall perform the duties provided by this section.

Subd. 3. A supporting statement to accompany the plat shall be prepared by the county auditor. The statement shall contain:

(a) The adjusted assessed valuation of property in the proposed district,

(b) If a part of any district is included in the proposed new district, the adjusted assessed valuation of the property and the approximate number of pupils residing in the part of the district included shall be shown separately and the adjusted assessed valuation of the property and the approximate number of pupils residing in the part of the district not included shall also be shown,

(c) The reasons for the proposed consolidation, including a statement that at the time the plat is submitted to the state board of education, no proceedings are pending to dissolve any district involved in the plat unless all of the district to be dissolved and all of each district to which attachment is proposed is included in the plat,

(d) A statement showing that the jurisdictional fact requirements of subdivision 1 are met by the proposal,

(e) Any proposal contained in the resolution or petition regarding the disposition of the bonded debt of component districts,

(f) Any other information the county auditor desires to include, and

(g) The signature of the county auditor.

* Laws Relating to the Minnesota Public School System, 1978 Edition. State of Minnesota Department of Education.

122.23 (cont.) Appendix M

Subd. 4. The county auditor shall submit the plat and supporting statement to the commissioner and a true copy of each to the auditor of each county containing any land area of the proposed new district.

Subd. 5. Upon receipt of a plat and the supporting statement, each auditor shall immediately notify his respective county board. After such notification, and during the pendency of proceedings under the plat and supporting statement or for a period of six months, whichever is shorter, no action may be taken by the county board under any other law to modify the boundary of any district if any part of the district is included in an area proposed for consolidation.

Subd. 6. The state board shall, upon receipt of a plat, forthwith examine it and approve, modify or reject it. The state board shall also approve or reject any proposal contained in the resolution or petition regarding the disposition of the bonded debt of the component districts. If the plat shows the boundaries of proposed separate election districts and if the state board modifies the plat, the state board shall also modify the boundaries of the proposed separate election districts. Prior thereto the state board or a member thereof or the commissioner or assistant commissioner as designated by the state board shall conduct a hearing at the nearest county seat in the area upon reasonable notice to the affected districts and county boards if requested within 20 days after submission of the plat. Such a hearing may be requested by the board of any affected district, a county board of commissioners, or the petition of 20 resident voters living within the area proposed for consolidation. The state board shall endorse on the plat its action regarding any proposal for the disposition of the bonded debt of component districts and its reasons for its actions and within 60 days of the date of the receipt of the plat, it shall return it to the county auditor who submitted it. The state board shall furnish a copy of that plat, and the supporting statement and its endorsement to the auditor of each county containing any land area of the proposed new district. If land area of a particular county was included in the plat, as submitted by the county auditor, and all of such land area is excluded in the plat as modified and approved, the state board shall also furnish a copy of the modified plat, supporting statement, and its endorsement to the auditor of such county.

Subd. 7. Upon receipt of an approved plat, the county auditor shall forthwith notify the board of any district, all or part of whose land is included in the proposed new district.

Subd. 8. The board of any independent district maintaining a secondary school, the board of any common district maintaining a secondary school, all or part of whose land is included in the proposed new district, shall, within 45 days of the approval of the plat by the state board, either adopt or reject the plan as proposed in the approved plat. If the board of any such district entitled to act on the petition rejects the proposal, the proceedings are terminated and dismissed. If any board fails to act on the plat within the time allowed, the proceedings are terminated.

Subd. 9. If the approved plat contains land area in more than one independent district maintaining a secondary school, or common district maintaining a secondary school, and if each board entitled to act on the plat approves the plat, each such board shall cause notice of its action to be published at least once in its official newspaper. If five percent of the resident freeholders of any such district shall petition the clerk of the district, within 30 days after the publication of such notice, for an election on the question, the consolidation shall not become effective until approved by a majority vote in such district at an election held in the manner provided in subdivisions 11, 12 and 13.

Subd. 10. If an approved plat contains land area in any district not entitled to act on approval or rejection of the plat by action of its board, the plat may be approved by the residents of such land area within 60 days of approval of plat by the state board in the following manner:

A petition calling upon the county auditor to call and conduct an election on the question of adoption or rejection of the plat may be circulated in such land area by any person residing in such areas. Upon the filing of such petition with the county auditor, executed by at least 25 percent of the resident freeholders in each district or part of a district contained in such land area, the county auditor shall forthwith call and conduct a special election of the electors resident in the whole land area on the question of adoption of the plat. For the purposes of this section, the term "electors resident in the whole land area" means and shall be construed to include any person or persons residing on any remaining portion of land, a part of which is included in the consolidation plat. Any freeholder owning land included in such plat who lives upon land adjacent or contiguous to that part of his land included in such plat shall be included and counted in computing the 25 percent of the resident freeholders necessary to sign such petition and shall also be qualified to sign such petition. Failure to file such petition within 60 days of approval of plat by the state board terminates the proceedings.

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Subd. 11. Upon an election becoming callable under provisions of subdivision 10, the county auditor shall give ten days' posted notice of election in the area in which the election is to be held and also if there be a newspaper published in the area, one weeks' published notice shall be given. The notice shall specify the time, place and purpose of the election.

Subd. 12. The county auditor shall determine the date of the election, the number of boundaries of voting precincts, and the location of the polling places where voting shall be conducted, and the hours the polls will be open. He shall provide official ballots which shall be used exclusively and shall be in the following form:

For consolidation ....

Against consolidation ....

He shall appoint three election judges for each polling place who shall act as clerks of election. The county may pay these election judges not to exceed $1 per hour. The ballots and results shall be certified to the county auditor who shall canvass and tabulate the total vote cast for and against the proposal.

Subd. 13. If a majority of the votes cast on the question at the election approve the consolidation, and if the necessary approving resolutions of boards entitled to act on the plat have been adopted, the county auditor shall, within ten days of the election or of the expiration of the period during which an election can be called, issue his order setting a date for the effective date of the change. The effective date shall be at least three months after the day when the date must be set, and shall be July 1 of an odd-numbered year. He shall mail or deliver a copy of such order to each auditor holding a copy of the plat and to the clerk of each district affected by the order and to the commissioner. If the election fails, the proceedings are terminated and the county auditor shall so notify the commissioner and the auditors and the clerk of each school district affected.

Subd. 14. Upon receipt of the order creating a new district, the commissioner shall forthwith, by order, assign an identification number to the new district and shall mail a copy of his order to the county auditor and to each auditor who holds a copy of the plat. If all of the territory in one and only one independent district maintaining a secondary school is included in the new independent district created pursuant to consolidation, and if the commissioner finds that it is more practical and reasonable and in the interest of efficiency and economy of operation to so do, he may assign to the new district the same number as previously held by the included independent district.

Subd. 15. If no district is divided by virtue of the proceedings, all of the assets, real and personal, of the districts involved and all legally valid and enforceable claims and contract obligations of the districts pass to the new district, except as provided in section 122.532. If a district is divided by virtue of the proceedings, upon receipt of the order of the commissioner, the auditor of the county containing the greatest land area of the new district shall present a copy of the plat and supporting statement and orders issued in the proceedings to the commissioner, together with such information as is available to him concerning the assets and liabilities not secured by bonds of each district, any part of which is included in the newly created district. Thereafter within 30 days the commissioner shall issue his order providing for a division of the assets and liabilities of the districts involved and apportioning and dividing these assets and liabilities according to such terms as he may deem just and equitable. In making this division of assets and liabilities, the commissioner may consider the amount of bonded debt to be assumed by property in each area under the provisions of this section. If the order of consolidation transfers any real estate interest to the new district or to another district, the order apportioning assets and liabilities may impose a dollar claim on the district receiving the real estate in favor of any other district involved in an amount not exceeding the reasonable value of the real estate interest involved, which claim shall be paid in the manner provided by law for the enforcement of judgments.

Subd. 16. As of the effective date of the consolidation, the bonded debt of all component districts shall be paid according to the plan for consolidation proposed in the approved plat, pursuant to the provisions of subdivision 16a or 16b, as applicable.

Subd. 16a. If the plan for consolidation so provides, the bonded debt of all component districts shall be paid according to levies previously made for that debt under chapter 475. In this case, the obligation of the taxable property in the component districts with reference to the payment of such bonded debt is not affected by the consolidation.

122.23 (cont.) Appendix M

Subd. 16b. If the plan for consolidation so provides or makes no provision for the disposition of bonded debt, all the taxable property in the newly created district is taxable for the payment of any bonded debt theretofore incurred by any component district in the proportion which the assessed valuation of that part of a pre-existing district which is included in the newly created district bears to the assessed valuation of the entire pre-existing district as of the time of the consolidation. This apportionment shall be made by the county auditor and shall be incorporated as an annex to the order of the commissioner dividing the assets and liabilities of the component parts. This subdivision shall not relieve any property from any tax liability for payment of any bonded obligation but taxable property in the newly created district becomes primarily liable for the payment of bonded debts to the extent of the proportion stated.

Subd. 16c. The board of the newly created district, when constituted as provided in subdivision 17, may provide for an election of that district on the issuance of bonds, and may issue and sell bonds authorized at such an election, or bonds authorized at an election previously held in any pre-existing district wholly included within the newly created district, or bonds for a purpose for which an election is not required by law. Such actions may be taken at any time after the date of the county auditor's order issued under subdivision 13, and before or after the date upon which the consolidation becomes effective for other purposes, and taxes for the payment of any such bonds shall be levied upon all taxable property in the newly created district; except that no bonds shall be delivered to purchasers until 30 days after the date of the county auditor's order. If within this period a notice of appeal from the county auditor's order to the district court is filed in accordance with section 127.25, no bonds shall be delivered by the newly created district to purchasers until and unless the county auditor's order is affirmed by final order of the district court in such special proceeding, and a period of 30 days from the service of such final order expires without an appeal to the supreme court being commenced or, if an appeal is taken, the order is affirmed by the supreme court; except that if all of the territory of one and only one independent district maintaining a secondary school is included in the newly created district, and if the assessed valuation of taxable property in such territory comprises 90 percent or more of the assessed valuation of all taxable property in the newly created district, the board may issue, sell, and deliver any bonds voted by the pre-existing independent district and any bonds voted or otherwise authorized by the newly created district, notwithstanding the pendency of any such appeal, and such bonds shall be paid by the levy of taxes upon the property within the territory of the pre-existing independent district and within such other areas, if any, as may be finally determined to be properly included within the newly created district. In any election held in the newly created district as authorized in the preceding sentence, all qualified electors residing within the area of that district as defined in the county auditor's order shall be entitled to vote, but the votes cast by residents of former districts or portions of former districts included in such area, other than the independent district maintaining the secondary school, shall be received and counted separately; and the bonds shall not be issued and sold unless authorized by a majority of the votes cast thereon by electors of the independent district maintaining the secondary school, and also by a majority of the votes cast thereon by electors residing within the entire area of the newly created district.

Subd. 17. If all of the territory of one and only one independent district maintaining a secondary school is included in the new independent district, the board of that previously existing independent district shall assume the duties and responsibilities of the board of the newly organized district for the balance of the term to which the members were elected. At the next annual school election the successors to the members whose terms then expire shall be elected by the legally qualified voters of the newly organized district. Thereafter, board members shall be elected according to the election procedure established for the election of board members in independent districts.

Subd. 18. (a) If no board is provided for under the foregoing provision, upon receipt of the assigned identification number, the county auditor shall determine a date, not less than 20 nor more than 60 days from the date of the receipt by him of the assigned identification number, upon which date shall be held a special election in the district for the purpose of electing a board of six members for terms as follows: two until the July 1 one year after the effective date of the consolidation, two until the expiration of one year from said July 1, and two until the expiration of two years from said July 1, to hold office until a successor is elected and qualifies according to provisions of law governing the election of board members in independent districts. If the resolution or petition for consolidation pursuant to subdivision 2 proposed that the board of the newly created district consists of seven members, then seven members shall be elected at this election for the terms provided in this clause except that three

members shall hold office until the expiration of two years from said July 1. If the resolution or petition for consolidation pursuant to subdivision 2 proposed the establishment of separate election districts, these members shall be elected from separate election districts according to the provisions of that resolution or petition and of section 123.32.

(b) The county auditor shall give ten days' posted notice of election in the area in which the election is to be held and also if there be a newspaper published in the proposed new district, one weeks' published notice shall be given. The notice shall specify the time, place and purpose of the election.

(c) The county may pay the election judges not to exceed $1 per hour for their services.

(d) Any person desiring to be a candidate for a school election shall file an application with the county auditor to have his name placed on the ballot for such office, specifying the term for which the application is made. The application shall be filed not less than 12 days before the election.

(e) The county auditor shall prepare, at the expense of the county, necessary ballots for the election of officers, placing thereon the names of the proposed candidates for each office. The ballots shall be marked and signed as official ballots and shall be used exclusively at the election. The county auditor shall determine the number of voting precincts and the boundaries of each. He shall determine the location of polling places and the hours the polls shall be open. He shall appoint three election judges for each polling place who shall act as clerks of election. Election judges shall certify ballots and results to the county auditor for tabulation and canvass.

(f) Upon canvass and tabulation by the county auditor he shall issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. He shall deliver such certificate to the person entitled thereto by certified mail, and each person so certified shall file an acceptance and oath of office with the county auditor within 30 days of the date of mailing of the certificate. A person who fails to qualify prior to the time specified shall be deemed to have refused to serve, but such filing may be made at any time before action to fill vacancy has been taken.

(g) The board of each district included in the new enlarged district shall continue to maintain school therein until the effective date of the consolidation. Such boards shall have power and authority only to make such contracts, to do such things as are necessary to maintain properly the schools for the period prior to that date, and to certify to the county auditor according to levy limitations applicable to the component districts the taxes collectible in the calendar year when the consolidation becomes effective.

(h) It shall be the immediate duty of the newly elected board of the new enlarged district, when the members thereof have qualified and the board has been organized, to plan for the maintenance of the school or schools of the new district for the next school year, to enter into the necessary negotiations and contracts for the employment of personnel, purchase of equipment and supplies, and other acquisition and betterment purposes, when authorized by the voters to issue bonds under the provisions of chapter 475; and on the effective date of the consolidation to assume the full duties of the care, management and control of the new enlarged district. The board of the new enlarged district shall give due consideration to the feasibility of maintaining such existing attendance centers and of establishing such other attendance centers, especially in rural areas, as will afford equitable and efficient school administration and assure the convenience and welfare of the pupils residing in the enlarged district. The obligations of the new board to teachers employed by component districts shall be governed by the provisions of section 122.532.

Subd. 19. In case of the consolidation of two or more districts or parts of districts into a larger district, any portions or parts of divided districts which have less than four sections of land shall be attached to one or more adjoining districts by the board of county commissioners upon due notice and hearing.

The county auditor shall give ten days' posted notice of the hearing in the area to be attached and shall deliver a copy of the notice of hearing to the clerk of each district adjoining the area at least 30 days prior to the date set for the hearing. If any adjoining district by resolution of its board, a copy of which is served on the county board before the hearing, demands that area to be attached assume a proportionate share of the bonded debt of the demanding district, then if the order of the county board attaches any land area to such district, the taxable property in such area assumes its proportionate share of the authorized and outstanding bonded debt of the district to which it is attached.

Southwest and West Central

EDUCATIONAL PLANNING TASK FORCE

Serving Planning Areas 6 and 8

Appendix N

EPTF Chairman
Irving Anderson
Clarkfield
Phone (612) 669-4405

EPTF Vice Chairman
Ralph Brynelson
Cottonwood
Phone (507) 423-5164

EPTF Coordinating Committee Members

Region 6 East

Chairman
Paul Sorlien
Bird Island
Phone (612) 365-4758

Vice Chairman
Marilyn Ryberg
Buffalo Lake
Phone (612) 833-2062

Region 6 West

Chairman
Irving Anderson
Clarkfield
Phone (612) 669-4405

Vice Chairman
Ralph Norland
Montevideo
Phone (612) 269-8833

Region 8 North

Chairman
Ralph Brynelson
Cottonwood
Phone (507) 423-5164

Vice Chairman
Percy M. Brandt
Redwood Falls
Phone (507) 637-2360

Region 8 South

Chairman
Dr. Barton Perrizo
Jasper
Phone (507) 348-8881

Vice Chairman
Robert Hanson
Slayton
Phone (507) 836-6183

Sample Letter
- Review and Comment -
Phase I

Donna J. Ford
Director of Planning
Southwest and West Central
Educational Planning Task Force
Southwest State University
Marshall, MN 56258
(507) 537-1481

(Date)

(EPTF Representative)
Any Street
Anytown, USA 00000

Dear (EPTF Representative),

Attached you will find the results of Phase I "Review and Comment." This process was recommended at the last sub-area meeting of the Educational Planning Task Force representatives. It is meant to be a service to you by providing an outside reader, the EPTF staff and/or Coordinating Committee, to review you local plan for information that appears to be missing or unclear. You also have the opportunity to make corrections or submit addendums to your report prior to the Phase II or sub-area review and comment meetings. To facilitate the committee's work, we suggest that you correct only "gross errors" and return your report as quickly as possible.

You will notice that the "Review and Comment" format has changed. The new format was designed to record only the parts of your plan that were requested by law. All words and numerals in italics should be considered optional. Page numbers were added so we could have a common point of reference in making interpretations about your report.

A word of caution. Your plan may not have been interpreted exactly as the writer or writers had planned. In some local plans information may have inadvertently been left out or not transferred from the appendices to the summary plan. Keep this in mind as you note I's and M's on the "Review and Comment" sheet. If you feel that items were incorrectly interpreted and therefore misunderstood by the reader, please make the appropriate corrections or additions and return that information to the EPTF office. In addition, pages from your report may have been copied and returned to you to help clarify specific areas in question. If we do not hear from you within ten calendar days, we will assume you would like your report to stand as is.

(EPTF Representative, Appendix N)
(Date)
Page 2

A word about Phase II "Review and Comment." Attached you will find the law and target dates as related to area-wide planning. The sub-area review and comment will focus on the alternatives (pp. 2a, 2b, etc.) drawn from your report. You will be expected to make a presentation on these alternatives to your neighboring districts. You will be notified as to which districts will make up your cluster. If you wish to "talk" to different school districts, please contact Donna Ford.

As the EPTF representative, you received this mailing. Please share it with your superintendent at your earliest convenience.

If you have any questions regarding the interpretations of your report, please contact the EPTF office.

Sincerely,

Irving Anderson, Chairman
SW & WC EPTF

IA/lv

Enclosure

Southwest and West Central
Educational Planning Task Force

COORDINATING COMMITTEE'S REVIEW AND COMMENT CHECKLIST - PHASE I

Appendix O

The criteria selected for the review process relates directly to the 1977 legislative mandate described in Minnesota Statute 122.87, Local School District Planning.

The review checklist provides for the three responses: sufficient data (S); inconsistent or unclear data (I); and, missing data (M). In addition, several lines are provided for comments and page number references to local reports.

_____ #_____
School District Name Number

REVIEW CRITERIA

I. Communications

_____ Developed a plan for delivery of educational programs and services. (p.___)

_____ Conferred with faculty. (p. ___) *Number of faculty* ____ (p. _____)
Number of meetings x ____

Comments: _____ ____ x 30 min. = ____

_____

_____ Conferred with residents. (p.___) *Number of residents* ____
Number of meetings x ____

Comments: _____ ____ x 2 hours = ____

_____ *(Man Hours of Meeting*

_____ *Met with other districts (optional).* (p. ___)

Comments: _____

_____

II. Contents of Plan

_____ Goals and priorities relating to educational programs and services. (p. ___)

Comments: _____

_____

_____ Goals and priorities relating to organization and management for delivery of educational programs and services. (p. ___)

Comments: _____

_____

Code

S - Sufficient
I - Inconsistent
M - Missing Data

_____ # _____
School District Name Number

II. Contents of the Plan (continued)

____ Alternative Methods of Organization and Management

Method: # ____ DESCRIPTION: _____

_____ (p. ____)

ANALYSIS OF COORDINATION AND COOPERATION				ASSESSMENT
Summary of Opportunities for Cooperation With Other Districts. (p. ___)	Consideration Given To These Opportunities (for or against). (p. ___)		Summary of Restrictions and Impediments. (p. ___)	Relative Costs and Benefits Thereof. (p. ___)
Comments:	Comments:	Reason For Rejection Comments:	Comments:	Comments:

Appendix O

Code

S - Sufficient
I - Inconsistent
M - Missing Data

_____ # _____
School District Name Number

III. Support Data and Assumptions That The Plan Content Was Based Upon

A. Enrollment (p. ___)

_____ Assumptions (p. _____)

_____ 1981

_____ 1983

_____ 1988

_____ Enrollment Trends

Comments: _____

_____

B. Education

_____ Assumptions (p. ____)

_____ Programs (p. _____)

_____ Services (p. _____)

_____ Staffing (p. _____)

Comments: _____

_____

C. Financial Status (p. _____)

_____ Assumptions (p. ___)

_____ Ability to support programs (p. _____)

_____ Projections of revenues (p. _____)

_____ Projections of expenditures (p. _____)

Comments: _____

_____

D. School Buildings

_____ Assumptions (p. ____)

_____ Use/Capacity (p. ____)

123

Code

S - Sufficient
I - Inconsistent
M - Missing Data

School District Name # Number

D. School Buildings (continued)

_____ Location (p. ___)

_____ Condition (p. ___)

_____ Needed Capital Improvements Over $200,000 (p. ____)

Comments: _____

_____

E. Transportation (p. _____)

_____ Assumptions (p. _____)

_____ Costs (p. _____)

_____ Routes (p. _____)

Comments: _____

_____

F. Non-Public School (p. _____)

_____ Assumptions (p. ____)

_____ Enrollment (p. _____)

_____ Programs (p. _____)

_____ Impact on District (p. _____)

Comments: _____

_____

IV. Additional Comments

_____

_____

_____

This completes the initial part of Phase I - the Coordinating Committee's Review and Comment of each local educational plan. The Southwest and West Central Educational Planning Task Force members chose to have the Coordinating Committee review each district's local report for completeness and consistency. The final part of Phase I is reporting to the local districts the findings from this Review and Comment Checklist. If necessary, each district would have the opportunity to complete or add any missing data to their local educational plan prior to the area-wide planning.

Phase II consists of the area-wide planning which must be completed and written by June 1, 1979.

SMALL GROUP ARRANGEMENT OF SCHOOL DISTRICT
FOR REVIEW AND COMMENT - PHASE II

Appendix P

LOCATION: Jasper High School
DATE: March 16, 1979
TIME: 2:00 p.m.

Group 1		Group 2	
8S	Luverne	8S	Pipestone
8S	Magnolia	8S	Jasper
8S	Adrian	8S	Edgerton
8S	Ellsworth	8S	Chandler/Lake Wilson
8S	Hills/Beaver Creek		

LOCATION: Heron Lake Elementary School Library
DATE: March 20, 1979
TIME: 1:30 p.m.

Group 3		Group 4	
8S	Brewster	8S	Heron Lake/Okabena
8S	Worthington	8S	Lakefield
8S	Round Lake	8S	Jackson
8S	Sioux Valley	8S	Mountain Lake
		8S	Windom

LOCATION: Walnut Grove High School
DATE: March 5, 1979
TIME: 7:00 p.m.

Group 5		Group 6	
8S	Slayton	8N	Milroy
8S	Fulda	8N	Tracy
8S	Westbrook	8N	Walnut Grove
8S	Storden/Jeffers	8N	Wabasso
		8N	Lamberton
		8N	Sanborn

LOCATION: Marshall Senior High School
DATE: March 20, 1979
TIME: 7:00 p.m.

Group 7		Group 8	
8N	Lake Benton	8N	Hendricks
8N	Verdi	8N	Ivanhoe
8N	Ruthton	8N	Minneota
8N	Tyler	6W	Canby
8N	Balaton	8N	Marshall
8N	Russell	8N	Cottonwood
8N	Lynd		

(Rev. 2/21/79)

REVIEW AND COMMENT - PHASE II
Small Group Arrangement of School Districts (continued)
Appendix P

LOCATION: Redwood Falls High School
DATE: March 20, 1979
TIME: 3:00 p.m.

Group 9

8N Belview
8N Redwood Falls
8N Morgan
6E Morton
6E Franklin
6E Fairfax

Group 10

6E Danube
6E Olivia
6E Bird Island
6E Hector
6E Buffalo Lake

LOCATION: Litchfield High School
DATE: March 19, 1979
TIME: 7:00 p.m.

(Meeting in Senior High School cafeteria Enter through north door, park in north parking lot.)

Group 11

6E Eden Valley/Watkins
6E Atwater
6E Grove City
6E Litchfield
6E New London/Spicer
6E Willmar

Group 12

A	B
6E Cosmos	6E Winsted
6E Hutchinson	6E Lester Prairie
6E Silver Lake	6E Brownton
6E Stewart	6E Glencoe

LOCATION: Granite Falls Vocational Center
DATE: March 21, 1979
TIME: 8:00 a.m.

Group 13

6W Montevideo
6W Clara City
6W Maynard
6W Raymond
6W Benson
6W Kerkhoven/Sunburg/Murdock

Group 14

6W Granite Falls
6W Clarkfield
6W Wood Lake
6W Echo
6W Sacred Heart
6W Renville

LOCATION: Ortonville High School
DATE: March 14, 1979
TIME: 3:00 p.m.

Group 15

6W Beardsley
6W Graceville
6W Clinton
6W Ortonville

Group 16

6W Appleton
6W Bellingham
6W Marietta
6W Madison
6W Dawson/Boyd
6W Milan

(Rev. 2/21/'9)

Southwest and West Central

EDUCATIONAL PLANNING TASK FORCE

Serving Planning Areas 6 and 8

Appendix Q

EPTF Chairman
Irving Anderson
Clarkfield
Phone (612) 669-4405

EPTF Vice Chairman
Ralph Brynelson
Cottonwood
Phone (507) 423-5164

EPTF Coordinating Committee Members

Region 6 East

Chairman
Paul Sorlien
Bird Island
Phone (612) 365-4758

Vice Chairman
Marilyn Ryberg
Buffalo Lake
Phone (612) 833-2062

Region 6 West

Chairman
Irving Anderson
Clarkfield
Phone (612) 669-4405

Vice Chairman
Ralph Norland
Montevideo
Phone (612) 269-8833

Region 8 North

Chairman
Ralph Brynelson
Cottonwood
Phone (507) 423-5164

Vice Chairman
Percy M. Brandt
Redwood Falls
Phone (507) 637-2360

Region 8 South

Chairman
Dr. Barton Perrizo
Jasper
Phone (507) 348-8881

Vice Chairman
Robert Hanson
Slayton
Phone (507) 836-6183

SAMPLE REVIEW AND COMMENT -
PHASE II - COMBINED AGENDA

Donna J. Ford
Director of Planning
Southwest and West Central
Educational Planning Task Force
Southwest State University
Marshall, MN 56258
(507) 537-1481

PLACE: Litchfield High School

DATE: March 19, 1979

TIME: 7:00 p.m. - 10:00 p.m.

WHO: EPTF Representatives/Superintendents/Others

Group 11	Group 12-A	Group 12-B
Eden Valley/Watkins	Cosmos	Winsted
Atwater	Hutchinson	Lester Prairie
Grove City	Silver Lake	Brownton
Litchfield	Stewart	Glencoe
New London/Spicer		
Willmar		

A G E N D A

(Groups 11 & 12 Combined)

7:00	Welcome	Richard Johnston
	1. Rationale of Review and Comment - Phases I and II.	Donna Ford
	2. Review Restrictions and Impediments	Enclosure
	3. Review Assumptions	Enclosure
	4. Reminder - Newspaper Articles	
	5. Review Procedures for Individual Group Meetings.	

(Group divides and follows Review and Comment Phase II Procedure.)

* Each task force representative should have received a plan from every school district in their group. If you have not, please contact the appropriate school. The Phase I Review and Comment sheets on each plan have been mailed from the EPTF office.

SAMPLE COMMENT SHEET - PHASE II

Appendix R

Sub-Area (circle one)

6E 6W 8N 8S

School District Name _____ # Number _____ Date _____

Review Team - # Group Number _____

_____, Chairman _____

_____, Recorder _____

_____ _____

_____ _____

1. Does the school seem to have a financial plan for survival?

   YES _____ NO _____

   Comments:

2. Has each alternative with costs and benefits been studied for possible implementation?

   YES _____ NO _____

   Comment:

3. List each new alternative generated by this review team. (Please use the attached white page).

4. Does the plan appear internally consistent to each member of the review committee?

   YES _____ NO _____

   Comments:

5. Additional Comments on the Plan: (*i.e., Is there a sound educational plan through 1982-83? and/or Do you recommend another cluster meeting for this district, possibly with a different group of districts?*)

— Member Schools —

Region 6E

Atwater
Bird Island
Brownton
Buffalo Lake
Cosmos
Danube
Eden Valley/Watkins
Fairfax
Franklin
Glencoe
Grove City
Hector
Hutchinson
Lester Prairie
Litchfield
Morton
New London/Spicer
Olivia
Raymond
Renville
Sacred Heart
Silver Lake
Stewart
Wilmar
Winsted

Region 6W

Appleton
Beardsley
Bellingham
Benson
Canby
Clara City
Clarkfield
Clinton
Dawson
Echo
Graceville
Granite Falls
Kerkhoven/Murdock/Sunberg
Madison
Marietta
Maynard
Milan
Montevideo
Ortonville
Wood Lake

Region 8N

Balaton
Belview
Cottonwood
Hendricks
Ivanhoe
Lake Benton
Lamberton
Lynd
Marshall
Milroy
Minneota
Morgan
Redwood Falls
Russell
Ruthton
Sanborn
Tracy
Tyler
Verdi
Wabasso
Walnut Grove

Region 8S

Adrian
Brewster
Chandler/Lake Wilson
Edgerton
Ellsworth
Fulda
Heron Lake/Okabena
Hills/Beaver Creek
Jackson
Jasper
Lakefield
Luverne
Magnolia
Mountain Lake
Pipestone
Round Lake
Sioux Valley/Lake Park
Slayton
Storden/Jeffers
Westbrook
Windom
Worthington